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

Commissioner of Education
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June 11, 2014

Revised

Anthony Cacciola, Superintendent
West Babylon Union Free School District
10 Farmingdale Road
West Babylon, NY 11704

Dear Superintendent Cacciola:

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: Maureen Whitley

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 Wednesday, November 27, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580102030000

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

580102030000

1.2) School District Name: WEST BABYLON UFSD

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

WEST BABYLON UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, May 12, 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 4-5 ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K - 2, the district will be using the state provided building score for the grades 4-5 ELA assessment. For grade 3, the district has set a class-wide growth target for the ELA 3 assessment using various forms of baseline data. HEDI points will be awarded based on the percentage of students on a teacher's roster meeting the class-wide ELA growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11 upload.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11 upload.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11 upload.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11 upload.

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 4-5 Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NNYS Grades 4-5 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K - 2, the district will be using the state provided building score for the grades 4-5 Math assessment. For grade 3, the district has set a class-wide growth target for the Math 3 assessment using various forms of baseline data. HEDI points will be awarded based on the percentage of students on a teacher's roster meeting the class-wide Math growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11 upload.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11 upload.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11 upload.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11 upload.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	West Babylon School District developed Science 6 assessment

7	District, regional or BOCES-developed assessment	West Babylon School District developed Science 7 assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades 6 and 7, the teachers with principal approval set individual growth targets for a district developed grade level science assessment using each individual student's prior year's ELA scale score as a baseline. For grade 8, the district has set class-wide growth targets for the 8th Grade NYS Science Assessment using each individual student's prior year's ELA scale score as a baseline. For grades 6 - 7, HEDI points are awarded based on the percentage of students meeting individual growth targets on each teacher's roster. For grade 8, HEDI points are awarded based on the percentage of students meeting the classwide growth target on each teacher's roster.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11 upload.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11 upload.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11 upload.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 2.11 upload.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	West Babylon School District developed Social Studies 6 assessment
7	District, regional or BOCES-developed assessment	West Babylon School District developed Social Studies 7 assessment
8	District, regional or BOCES-developed assessment	West Babylon School District developed Social Studies 8 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teachers with principal approval set individual growth targets for a district developed grade level social studies assessment using each individual student's prior year's ELA scale score as a baseline. HEDI points are awarded based on the percentage of students meeting individual growth targets on each teacher's roster.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 upload.
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 upload.
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 upload.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 upload.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment and NYS Comprehensive ELA Regents Assessment and NYS English Common Core Language Arts Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Global 1, a building-wide score will be awarded which is based on the percentage of students meeting or exceeding a minimum rigor expectation for growth on the NYS Integrated Algebra Regents Assessment or the NYS Common Core Algebra Regents Assessment and the NYS Comprehensive ELA Regents Assessment or the NYS Common Core ELA Regents Assessment which will be set by the district using baseline data. For Global 2 the district set classwide growth targets set by the district based on baseline data for each course. HEDI scores are awarded based on the percentage of students on each teacher's roster meeting or exceeding the class-wide minimum rigor expectation for growth. For students in Common Core classes who take both versions of the ELA and Algebra Regents exams, teachers will use the higher of each assessment score for APPR

	purposes. For the American History Regents course, the district has set two class-wide minimum rigor expectations for growth (a score of 65 and a score of 85 on the American History Regents) set by the district using baseline data for this course. A HEDI score is awarded based on the percentage of students on each teacher's roster who meet or exceed each class-wide minimum rigor expectation for growth. These two HEDI scores will be weighted proportionately based on student population.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 upload.
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 upload.
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 upload.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 upload.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the Living Environment Regents course, the district set two class-wide minimum rigor expectations for growth (a score of 65 and a score of 85 on the Living Environment Regents) set by the district using baseline data for this course. A HEDI score is awarded based on the percentage of students on each teacher's roster who meet or exceed each class-wide minimum rigor expectation for growth. These two HEDI scores will be weighted proportionately by student population. For each of the other Science Regents Courses, the district set class-wide minimum rigor expectations for growth set by the district based on baseline data for each course. HEDI scores are awarded based on the percentage of students on each teacher's roster meeting the class-wide growth target.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 upload.
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 upload.
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 upload.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 upload.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, 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.	For each of the Math Regents Courses, the district set class-wide minimum rigor expectation for growth set by the district using baseline data for each course. HEDI scores are awarded based on the percentage of students on each teacher's roster meeting the class-wide minimum rigor expectation for growth. For Algebra 1, the district will be offering both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents to students in a Common Core course and the higher of the two scores will be applied to the HEDI process.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 upload.
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 upload.
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 upload.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 upload.

2.9) High School English Language Arts

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

the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment and NYS Comprehensive ELA Regents Assessment and NYS English Language Arts Common Core Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment and NYS Comprehensive ELA Regents Assessment and NYS English Language Arts Common Core Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents Assessment and NYS Common Core ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades 9 and 10 ELA, a building-wide score will be awarded which is based on the percentage of students meeting class-wide minimum rigor expectation for growth on the NYS Integrated Algebra Regents Assessment or the NYS Common Core Algebra Regents Assessment and the NYS Comprehensive ELA Regents Assessment or the NYS Common Core ELA Regents Assessment set by the district using baseline data. For Grade 11 ELA, both the Comprehensive English Regents and the Common Core English Regents will be administered to students in a Common Core English class. Each student's higher score will be used for APPR. The district set two class-wide minimum rigor expectations for growth based on baseline data for this course. A HEDI score is awarded based on the percentage of students on each teacher's roster who meet or exceed each class-wide minimum rigor expectation for growth. These two HEDI scores will be weighted proportionately by student population. For students in CCLS courses taking both Common Core and non-Common Core Regents exams, the higher of the two scores will be used for evaluation purposes. HEDI points are awarded based on the percentage of students meeting minimum rigor expectations in each course.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 upload.
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 upload.
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 upload.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 upload.

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
English as a Second Language Grades K - 12	State Assessment	NYS Grade K - 12 NYSESLAT
Living Environment Self-Contained	State Assessment	NYS Living Environment Regents Assessment
Living Environment Honors	State Assessment	NYS Living Environment Regents Assessment
Chemistry Honors	State Assessment	NYS Chemistry Regents Assessment
Earth Science Self-Contained	State Assessment	NYS Earth Science Regents Assessment
Algebra I Extended	State Assessment	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment
Algebra 2 Honors	State Assessment	NYS Algebra 2 Regents Assessment
Algebra 2 Extended	State Assessment	NYS Algebra 2 Regents Assessment
Algebra I Self-Contained	State Assessment	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment
Geometry Honors	State Assessment	NYS Geometry Regents Assessment
Geometry Extended	State Assessment	NYS Geometry Regents Assessment
American History Honors	State Assessment	NYS American History Regents Assessment
American History Self-Contained	State Assessment	NYS American History Regents Assessment
Global 2 Honors	State Assessment	NYS Global 2 Regents Assessment
Global 2 Self-Contained	State Assessment	NYS Global 2 Regents Assessment
English 11 Honors	State Assessment	NYS Comprehensive ELA Regents Assessment and NYS Common Core ELA Regents Assessment
English 11 Self-Contained	State Assessment	NYS Comprehensive ELA Regents Assessment and NYS Common Core ELA Regents Assessment
Special Education students with severe disabilities	State Assessment	NYSAA
Elementary Remedial Reading	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA and Math Assessment
Elementary Remedial Math	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA and Math Assessment

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.	For the courses listed in the 2.10 upload which use a school-wide measure, teachers will be assessed based on the school-wide results on the listed assessments offered within their building. Analyzing baseline data, the district will establish class-wide minimum rigor expectation for growth. HEDI will be assigned based on the school-wide percentage of students meeting or exceeding the class-wide minimum rigor expectation for growth. For students in CCLS courses, the district will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents. The higher of the two scores will be used for evaluation for evaluation purposes. For students in CCLS courses, the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. The higher of the two scores will be used for evaluation for evaluation purposes. For Geometry Extended courses, teachers, in collaboration with the building principal, will set individual growth targets for the students on their rosters using baseline data. HEDI points will be assigned by the percentage of students on the teacher's roster who meet or exceed their individual student growth targets on the Geometry Regents assessment. For Algebra 2 Extended courses, teachers, in collaboration with the building principal, will set individual growth targets for the students on their rosters using baseline data. HEDI points will be assigned by the percentage of students on the teacher's roster who meet or exceed their individual student growth targets on the Algebra 2 Regents assessment. For all other courses listed in 2.10 which end in a state assessment, the district has used baseline data to set a minimum rigor expectation for growth of either 65 or 85 (see the 2.11 upload). HEDI points will be assigned by the percentage of students in each class meeting or exceeding their applicable minimum rigor expectation for growth. For the Chemistry Honors course, the district has set two class-wide minimum rigor expectations for growth (a score of 65, and a score of 85 on the Chemistry Regents) using baseline data for this course. A HEDI score is awarded based on the percentage of students on each teacher's roster who meet or exceed each class-wide minimum rigor expectation for growth. These two HEDI scores will be weighted proportionately based on student population. K – 8 and 9-12 English as a Second Language teachers will use an SLO based on the NYSESLAT. ESL teachers, in collaboration with the building principal, will set individual growth targets for the students on their rosters using baseline data. HEDI points will be assigned by the percentage of students on the teacher's roster who meet or exceed their individual student growth targets on the NYSESLAT. Teachers of Special Education students with severe disabilities, with principal approval, will set individual growth targets for the NYSAA using baseline data. HEDI points will be assigned based on the percentage of students meeting their individual

	growth targets. Elementary Remedial Reading and Math teachers will use a school-wide measure based on the building-wide state-provided growth score based on the NYS Grades 4 - 5 ELA and Math assessments given in their building. All other K - 5 teachers will use a school-wide measure based on the building-wide state-provided growth score based on the NYS Grades 4 - 5 ELA and Math assessments given in their building. All other 6 - 8 teachers will use a school-wide measure based on the building-wide state-provided growth score based on the NYS Grades 6 - 8 ELA and Math assessments given in their building.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11 upload
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 2.11 upload

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

assets/survey-uploads/12186/722204-avH4IQNZMh/Form2_10_AllOtherCourses_2.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/722204-TXEtxx9bQW/HEDI TABLES and VAM charts_4.doc

2.12) Locally Developed Controls

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

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

(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
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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. The mean SGP will be determined for each teacher of record's roster. In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-15 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges. HEDI points will be awarded on a 0-20 point scale

	using the chart uploaded in 3.13 only for grades 4-8 in the absence of a value-added measure, and on a 0-15 point scale using the chart uploaded in 3.3 after implementation of a value-added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP between 61-99.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP between 41-60.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP between 21-40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP between 1-20.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. The mean SGP will be determined for each teacher of record's roster. In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-15 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges. HEDI points will be awarded on a 0-20 point scale using the chart uploaded in 3.13 only for grades 4-8 in the absence of a value-added measure, and on a 0-15 point scale using the chart uploaded in 3.3 after implementation of a value-added measure.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP between 61-99.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP between 41-60.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP between 21-40.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP between 1-20.

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/12149/722205-rhJdBgDruP/STAR 15 point Conversion Chart for VAM.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
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. The mean SGP will be determined for each teacher of record's roster. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. The mean SGP will be determined for each teacher of record' roster. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. Each student will be administered this assessment once in the fall and once in the spring and school wide results will be used to compute each teacher's local APPR score. The mean SGP of all students in the building taking the STAR Reading Enterprise will be used to compute the HEDI scores. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. Each student will be administered this assessment once in the fall and once in the spring and school wide results will be used to compute each teacher's local APPR score. The mean SGP of all students in the building taking the STAR Reading Enterprise will be used to compute the HEDI scores. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	STAR Reading Enterprise
Global 2	6(ii) School wide measure computed locally	STAR Reading Enterprise
American History	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. Each student will be administered this assessment once in the fall and once in the spring and school wide results will be used to compute each teacher's local APPR score. The mean SGP of all students in the building taking the STAR Reading Enterprise will be used to compute the HEDI scores. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	STAR Reading Enterprise
Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise
Chemistry	6(ii) School wide measure computed locally	STAR Reading Enterprise
Physics	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. Each student will be administered this assessment once in the fall and once in the spring and school wide results will be used to compute each teacher's local APPR score. The mean SGP of all students in the building taking the STAR Reading Enterprise will be used to compute the HEDI scores. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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	4) State-approved 3rd party assessments	STAR Math Enterprise
Geometry	4) State-approved 3rd party assessments	STAR Math Enterprise
Algebra 2	4) State-approved 3rd party assessments	STAR Math Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. The mean SGP will be determined for each teacher of record' roster. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. The mean SGP will be determined for each teacher of record' roster. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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
	English as a Second Language Grades K - 12	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise and STAR Early Literacy Enterprise
	Living Environment Self-Contained	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Living Environment Honors	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Chemistry Honors	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Earth Science Self-Contained	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Algebra I Extended	4) State-approved 3rd party	STAR Math Enterprise
	Algebra 2 Honors	4) State-approved 3rd party	STAR Math Enterprise
	Algebra 2 Extended	4) State-approved 3rd party	STAR Math Enterprise
	Algebra I Self-Contained	4) State-approved 3rd party	STAR Math Enterprise
	Geometry Honors	4) State-approved 3rd party	STAR Math Enterprise
	Geometry Extended	4) State-approved 3rd party	STAR Math Enterprise
	American History Honors	6(ii) School wide measure computed locally	STAR Reading Enterprise
	American History Self-Contained	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Global 2 Honors	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Global 2 Self-Contained	6(ii) School wide measure computed locally	STAR Reading Enterprise
	English 11 Honors	4) State-approved 3rd party	STAR Reading Enterprise
	English 11 Self-Contained	4) State-approved 3rd party	STAR Reading Enterprise
	Special Education students with severe disabilities	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise and STAR Early Literacy Enterprise
	Elementary Remedial Reading	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Early Literacy Enterprise
	Elementary Remedial Math	6(ii) School wide measure computed locally	STAR Math Enterprise and STAR Early Literacy Enterprise

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.	Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessments for K-12. Each student will be administered this assessment once in the fall and once in the spring and teacher specific or school wide results will be used to compute each teacher's local APPR score. Students will be administered the assessment in applicable ELA and Math courses. The mean SGP will be determined for each teacher of record's roster. Students will be administered these assessments within their applicable ELA and Math courses. The Elementary Remedial Reading and Elementary Remedial Math teachers will use a schoolwide measure based on the STAR assessments using the mean SGP of all students in the building taking the STAR assessments to determine HEDI points. Renaissance Learning recommends the following for educator evaluation category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the roster mean SGP to a the 0-20 points allotted in the locally selected assessment component of the teacher evaluation rating. For the purpose of calculating the mean SGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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

assets/survey-uploads/12149/722205-Rp0Ol6pk1T/Form 3_12_AllOtherCourses_2.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131091-y92vNseFa4/STAR conversion chart Appendix 2.doc

3.14) Locally Developed Controls

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

The District and the West Babylon Teachers Association believe that poor student attendance can negatively impact learning therefore, parental contact via phone and/or letter will be made as necessary to share attendance concerns when they exist in an effort to mitigate this potential problem. The formula for students' weight toward the local assessment shall be based on the percent of attendance within each course/class. The formula used for weighting student attendance shall be as follows:
1. Find the sum of the students' growth percentiles for each course/class.
2. Find the adjusted attendance by taking the percent of attendance for each student (generated by eSchool) and converting it to a decimal.
3. Find the sum of the adjusted attendance for all linked students.
4. Divide the Student Growth Percentile Sum by the sum of the adjusted attendance.
5. Class mean is then converted to a score using the conversion chart for STAR growth percentiles.
In no case shall any control, adjustment, or any combination thereof, result in an increase in any sub-component score of more than two points.

Example: A teacher has 20 students on his roster. The sum of the students' SGPs is 900. The sum of the 20 students' attendance percentage is 19. The SGP sum divided by the attendance sum is 900/19 = 47.37 which converts to a HEDI score of 11. The average SGP of the 20 students is 45 which converts to a HEDI score of 10. Since the attendance factor is no more than 2 points higher than the average SGP, the teacher will receive a HEDI score of 11.

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.

Elementary K-5 general classroom teachers and special education classroom teachers who provide instruction in both mathematics and English Language Arts will have two locally selected measures (see measures above) to calculate their local HEDI score. The average rating from the two measures will be calculated with equal weight to determine the final local HEDI score regardless of whether the local measure is scored from 0 - 15 or 0 - 20 points. Rounding rules will apply when determining the final HEDI score. Rounding will not result in movement between HEDI bands.

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 Monday, May 12, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric | Rubric	Thoughtful Classroom Teacher Effectiveness Framework

Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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.

Evidence of professional practice shall be obtained through multiple measures. Specifically, teacher effectiveness shall be derived from, but not limited to: classroom observations, planned activities, evidence of student performance, student portfolios, lesson plans and other artifacts of teacher practices.
• These measures will include a minimum two observations. One of these will be unannounced. It is the prime purpose of observations and evaluations to highlight a teacher’s strengths and weaknesses so that a teacher will benefit from the observation-evaluation. The process of evaluation should foster continual growth and development.
• 40 points must be attributed to observations by trained evaluators.
o Teachers will be notified no later than May 1st of their points acquired on the 9 observable dimensions.
• 20 points must be attributed to Professional Practice Dimension 10.
• Teachers must be made aware of observations as they are occurring. All monitoring or observation of the work performance of a teacher shall be conducted openly with full knowledge of the teacher.
• The use of eavesdropping, public address or audio and or video systems and similar surveillance shall be strictly prohibited.
• The use of video for lesson observation may be used if explicitly agreed upon by a teacher and evaluator.
• Outside companies or agencies shall not be contracted by the District to conduct observations or any evaluations.

• No teacher shall be penalized due to errors in substance or scoring or loss of test by the District, RIC, State or outside agencies.

The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) will be utilized to determine the assignment of 40 points based upon at least two observations, one of which is unannounced. During these observations, teachers would be evaluated on all observed dimensions in the Instructional Practice section of the TCTEF (Dimensions 1-9).
-Non-tenured teachers will receive a minimum of three formal observations (i.e. formal observations include a pre-observation and post-observation conference). These will be supplemented by informal observations, including one unannounced informal observation, (i.e. informal observation does not include a pre-observation and does include a post-observation conference) and additional formal observations as requested by the non-tenured teacher or at the discretion of the lead evaluator.
- Tenured teachers will receive a minimum of one formal observation and a minimum of one informal observation (informal observation will be unannounced). The teacher may request additional observations.
In accordance with the TCTEF teachers are not typically rated in all nine dimensions during a single observation.
-A score of one to four will be assigned to each dimension rated during an observation.
-The Observation Score for each separate observation will be determined by:
The sum of the scored dimensions will be divided by the number of dimensions scored. The overall rubric score will be calculated using the attached 40 point conversion chart (Appendix 2).
The converted score from each observation (0 to 40 points) will be averaged to calculate a final score of 0 to 40 points.
The Thoughtful Classroom Teacher Effectiveness Framework will be utilized to determine the assignment of 20 points based upon review of teacher artifacts using the Professional Practice section (Dimension 10). Dimension 10 has three subsections, "Commitment to Professional Growth", "Commitment to School Community" and "Commitment to Professionalism". A copy of the rubric is attached.
- A score of one to four will be assigned for each of the three Professional Practice subsections.
- These scores will be totaled (Professional Practice score).
- The Professional Practice score will be divided by 3 to determine the overall average rubric score.
The result will be used as the Total Average Rubric score with the attached table to determine the conversion score (Appendix 3).
The overall rubric score will be calculated using the attached 20 point conversion chart.

The composite conversion scores (20 point composite score and 40 point composite conversion scores) will be added to determine the teacher's HEDI rating.

Scores of 1 - 4 for both the observations and artifacts are determined using the descriptors defined within The Thoughtful Classroom Teacher Effectiveness Framework.

Rounding rules will apply and rounding will not result in any score moving to a higher HEDI rating category.

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/12179/722206-eka9yMJ855/APPR task 4.5 teacher HEDI other 60 points_1_1.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly Effective Teachers overall performance and results exceed NYS Teaching Standards. The TCTEF will be utilized as described above. Highly Effective teachers will receive 59 or 60 points for "other measures" component of the evaluation.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective Teachers overall performance and results meet NYS Teaching Standards. The TCTEF will be utilized as described above. Effective teachers will receive 57 or 58 points for "other measures" component of the evaluation.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing Teachers overall performance and results need improvement to meet NYS Teaching Standards. The TCTEF will be utilized as described above. Highly Effective teachers will

	receive 50 to 56 points for "other measures" component of the evaluation.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Inffective Teachers overall performance and results do not meet NYS Teaching Standards. The TCTEF will be utilized as described above. Highly Effective teachers will receive 0 to 49 points for "other measures" component of the evaluation.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	1
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/5265/137958-Df0w3Xx5v6/TIP FORM Appendix 7 8.31.12.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

West Babylon School District
Teacher APPR Appeals Process
Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing only, except in the event a promotion is denied based on a teacher’s APPR. The entire appeal process will be completed within 60 business days of the teacher receiving the composite APPR score. If a teacher receives his/her composite APPR score after the last day of school, the

appeals timeline will begin on the first day of the new school year but will be completed within 60 business days.

Teacher Request for Supporting Documents
Within five (5) business days of receipt of the APPR, or within 5 business days of the issuance of a TIP or within 5 business days from each alleged failure of the district to uphold any component of the TIP, the teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher and the Assistant Superintendent of Human Resources or Executive Director of Human Resources within five (5) business days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

What May be Challenged in an Appeal
Appeal procedures are limited to the scope of appeals under Education Law 3012-c to the following subjects:
(1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
(2) the adherence to the Commissioner's regulations, as applicable to such reviews;
(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
(4) the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c.

Prohibition Against More Than One Appeal
A teacher may not file multiple appeals regarding the same performance review plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed invalid.

Procedures

All appeals must be submitted in writing in the procedures set forth herein. The failure to file an appeal within the timeframes set forth in the procedures shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. In the event the composite score is completed after the conclusion of the school year, the timeframes shall commence on the first day of the next school year as opposed to the date the composite score was received by the employee.

For the purposes of the appeals procedures "business days" shall mean any day in which the West Babylon UFSD is open for business.

Step 1 Conference with Supervising Administrator

The conference shall be an informal meeting wherein the supervising administrator and the employee are able to discuss the evaluation and the areas of dispute. The meeting shall take place within seven (7) business days of the date the composite score was received by the employee. The bargaining unit member shall upon request be entitled to an Association representative being present. The employee may bring evidence and/or artifacts relevant to the appeal to the informal meeting. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step.

Step 2 Submission of Formal Appeal

The second step shall be initiated by the unit member notifying the Superintendent by written notification, within seven (7) business days of the conclusion of the conference of Step 1.

All appeals shall be submitted directly to the Superintendent of schools. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review. The teacher shall submit any and all documentation, artifacts or like there of that supports the teacher's position for the appeal being filed. The performance review plan being challenged must also be submitted with the appeal.

Step 3 Supervising Administrator's Response to Appeal

Within seven (7) business days of the submission of the formal appeal in Step 2 by the employee, the supervising administrator who issued the performance review must submit a detailed written response to the appeal to the Superintendent of schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the evaluator to the Superintendent, and any and all additional information submitted with the response.

Step 4 Superintendent's Initial Decision
Upon receipt of an appeal, the Superintendent of schools will make an initial determination within fourteen (14) business days. If the employee's appeal is upheld the superintendent shall adjust the composite rating appropriately. If the appeal is not upheld by the

superintendent, the superintendent shall convene an advisory committee consisting of two teachers (not from the school of the appealer), and two administrators (Assistant Superintendent for Human Resources and one building-not from building of the appealer), whose decision is advisory in nature and non-binding.

Step 5 Committee Review of the Appeal
Within twenty-one (21) business days of the appeal being filed, an advisory committee will be convened. A list of useable teachers will be compiled and maintained by the WBTA. The recommendation shall be submitted in writing to the Superintendent by the advisory committee using all the artifacts submitted by both the appealer and the evaluator within 7 business days of assembling to review the appeal. The employee initiating the appeal will be notified of the committee's recommendation. The Superintendent and the WBTA president will be consulted in unison in the event any clarification is needed.

Step 6 Superintendent Final Decision
The recommendations and supporting artifacts shall be submitted to the Superintendent for final appeal. Members of the advisory committee will remain anonymous to the appealer and all information shall remain confidential within the committee unless the District prefers 3020-a charges against the teacher.

A written decision on the merits of the appeal shall be rendered by the superintendent no later than sixty (60) business days from the date upon which the teacher has received the composite APPR or 60 business days from the first day of school as applicable. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Second Year Appeals- The appeals shall follow the same process. It is understood that the committee may be comprised of different members than the committee that served in the initial appeal.

Exclusivity of 3012-c Appeal Procedure
The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law. Procedural issues shall be subject to the grievance procedures of the CBA.

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.

Evaluator Training
West Babylon UFSD will ensure that all lead evaluators/evaluators are properly trained. The Superintendent will certify lead evaluators upon presentation of evidence that they have completed their training. A minimum of 12 hours of training will be provided to evaluators and lead evaluators on an annual basis for both initial and re-certification of training. Lead Evaluators will be certified by the Superintendent to complete an individual's performance review prior to the completion of the review. Evaluator training has been and will continue to be conducted by certified BOCES Network Team personnel on an on-going basis. Multiple sessions were held in order to meet the requirements and will continue to be held to maintain evaluator knowledge and inter-rater reliability. The evaluator training has replicated the recommended SED model certification process incorporating per the 3012c regulations. The training has included the following Requirements for Lead Evaluators:
• New York State teaching Standards
• Evidence-based observation
• Application and use of Student Growth Percentile and Value Added Growth Model data
• Application and use of the State-approved teacher or principal rubrics
• Application and use of any assessment tools used to evaluate teachers and principals
• Application and use of State-approved locally selected measures of student achievement
• Use of Statewide instructional Reporting System

• Scoring methodology used to evaluate teachers
• Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.
West Babylon UFSD will work with the Western Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

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)

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Updated Friday, February 14, 2014

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	All Principals will have State Growth Measures
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	All Principals will have State Growth Measures
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All Principals will have State Growth Measures
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All Principals will have State Growth Measures
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	All Principals will have State 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.

None

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)

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Updated Friday, May 02, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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 growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise, STAR Math Enterprise, STAR Reading Enterprise
	6 - 8	(d) measures used by district for teacher evaluation	STAR Math Enterprise, STAR Reading Enterprise
	9-12	(d) measures used by district for teacher evaluation	STAR Math Enterprise, STAR Reading Enterprise

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.	STAR Early Literacy Enterprise, STAR Math Enterprise and STAR Reading Enterprise will be the locally selected assessment for K-12. The Mean Student Growth Percentile (Mean SGP) will be determined for each principal of record. Renaissance Learning recommends the following category alignment. Category Mean SGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99 In accordance with this alignment, the conversion charts will be utilized to convert the mean SGP to the 0-15 points allotted in the local selected assessment component of the principal evaluation rating. The 0 - 15 point HEDI chart will be used after implementation of a value-added measure, and the 20 point chart will be used in the absence of a value-added measure. For the purpose of calculating mean SGP, K-12 students will be administered the assessment during Renaissance Learning's

	recommended Fall and Spring date ranges.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a mean SGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a mean SGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing rating represents a mean SGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a mean SGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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

assets/survey-uploads/12190/722210-8o9AH60arN/Local Assessment 0-20 HEDI Chart and 0 - 15 VAM HEDI Chart_1.doc

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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.

The Association and District agree that attendance is a significant contributing factor in student achievement. The formula to be used to weight student attendance for Principals will be as follows:

● The building mean STAR SGP will be divided by the percent of average student attendance in the building using eSchool.

In no case shall any control, adjustment, or any combination thereof, result in an increase of more than two points added to a principal's score.

The District and the West Babylon Administrators Association believe that poor student attendance can negatively impact learning therefore, parental contact via phone and/or letter will be made as necessary to share attendance concerns when they exist in an effort to mitigate this potential problem.

For example, the mean STAR SGP for the 400 students in a school is 52 which represents a HEDI score of 14. The average building attendance is 96%. The result when the mean STAR SGP is divided by the attendance percentage (52/.96) is 54 which represents a HEDI score of 15. Since the adjusted score is not more than 2 points more than the unadjusted score, the principal will receive a HEDI score of 15 for the local APPR score.

8.4) Principals with More Than One Locally Selected Measure

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

Principals with multiple locally selected measures (Early Literacy, Reading and Math) will have the results of these measures weighted equally. Elementary School Principals (K-5) will have three measures resulting in a 0-15 score (with VAM) or 0-20 score (no VAM)for each. These scores will be added and divided by three to determine the final score.

The Junior High School Principal (6-8) has two measures resulting in a 0-15 score (with VAM) or 0-20 score (no VAM)for each measure. These scores will be added and divided by two to determine the final score.

Rounding rules will apply when determining the final HEDI score. Rounding will not result in movement between HEDI bands.

The High School Principal (9-12) has two measures resulting in a 0-15 score (with VAM) or 0-20 score (no VAM)for each measure. These scores will be added and divided by two to determine the final score.

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 Friday, May 02, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric | Rubric	Marshall's Principal Evaluation Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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 Marshall Principal Evaluation Rubric will be utilized to evaluate Principals. Each sub-component in the Rubric may be rated from 1-4. A rating of one corresponding to ineffective, a rating of two corresponding to developing, a rating of three corresponding to an effective rating, and a rating of four corresponding to a highly effective rating.

It is recognized that there are 60 sub-components which allow for a maximum of two hundred forty (240) available points. Multiple observations will be combined holistically so that all observed sub-components will be scored. Each unobserved sub-component will decrease the possible amount of total points by four. The percentage of total points attained will be calculated using the total number of possible points. The percentage of points attained has been converted to 0 – 60 points to derive the “Other Measures” score.

Summary of Conversion Scale:

HEDI Rating Percentage of Points Attained Sixty Point Scale
Highly Effective 75.00%– 100% 59 – 60
Effective 60.0% – 74.99% 57 – 58
Developing 47.11% – 59.99 % 53 – 56
Ineffective 25% – 47.10% 0 – 52

The attached chart will be used to assign the 60 "other measures" points from the overall rubric score.

Rounding rules will apply and rounding will not result in any score moving to a higher HEDI rating category.

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/12205/722211-pMADJ4gk6R/WBAA NEW APPR RUBRIC 2-25-14 Final.xlsx

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

Highly Effective: Overall performance and results exceed standards.	A Highly Effective principal exceeds standards. Based on the process indicated above they receive between 75% and 100% of the rated points. They will receive "other measures" rating of 59 or 60 based upon the conversion chart.
Effective: Overall performance and results meet standards.	An Effective principal meets standards. Based on the process indicated above they receive between 60% and 74.99% of the rated points. They will receive "other measures" rating of 57 or 58 based upon the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	A Developing principal performance needs improvement to meet standards. Based on the process indicated above they receive between 47.11% and 59.99% of the rated points. They will receive "other measures" rating between 53 and 56 based upon the conversion chart.
Ineffective: Overall performance and results do not meet standards.	An Ineffective principal performs well-below standards. Based on the process indicated above they receive between 25% and 47.10% of the rated points. They will receive "other measures" rating between 0 and 52 based upon the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	53-56
Ineffective	0-52

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, March 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	53-56
Ineffective	0-52

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 Friday, May 16, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/143147-Df0w3Xx5v6/PIP.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

West Babylon School District
APPR Appeal Procedures for Principals

• The complete composite APPR shall be provided to the principal as soon as practical but no later than September 1st of the school

year following the year of the evaluation. Principals may bring an appeal on all grounds permitted by Education Law section 3012c. The principal's rating and score on the 20 percent locally-selected measures and the 60 percent other measures of principal effectiveness shall be computed and provided to the principal, in writing, by no later than June 30th of the school year the principal is being evaluated.

• An APPR appeal may be filed by the principal upon receipt of the overall composite score and corresponding HEDI rating of "Developing" or "Ineffective". The Principal may file or mail a written request for appeal within fifteen (15) business days of the receipt of the composite APPR or within fifteen (15) business days of the issuance of a PIP or within fifteen (15) business days from each alleged failure of the district to uphold any component of the PIP. When filing the appeal, the Principal shall submit a written description of the basis for the appeal, along with any and all documents or written materials that support the appeal. A copy of the performance review being challenged shall be submitted with the appeal. All preparation for an appeal shall be the responsibility of the person filing the appeal.

• The Principal may choose to be represented or accompanied by counsel or advisor throughout the entire appeals process.

• The Superintendent must respond in writing to the Principal's request for appeal within fifteen (15) business days.

• The APPR appeal must be scheduled and conducted and completed at a time, date and location mutually agreed upon by the Superintendent and the Principal within fifteen (15) business days after the district's response to the Principal's request for an appeal. This time period may be extended for extraordinary circumstances, such as the Principal's scheduled absence from work during the time period to file an appeal however, the entire appeals process will be completed within seventy-five (75) business days from the date the composite APPR is received by the principal or within seventy-five (75) business days of the issuance of a PIP or within seventy-five(75) business days from each alleged failure of the district to uphold any component of the PIP . All appeals will be conducted in a timely and expeditious fashion in compliance with Education Law 3012c.

• The APPR appeal will be heard by a panel of three individuals: one chosen by the Association with any cost absorbed by the Association, one chosen by the West Babylon School District, and one individual mutually agreed to by the District and the Association with any cost absorbed by the District. The panel will render a decision to the Superintendent who will determine the outcome of the appeal. The Superintendent has the right to either agree or disagree with the panel.

• At this time, the Principal shall include in his/her appeal the disputed performance review and/or improvement plan. In addition, the Principal may submit other documents or materials in support of his/her position up to the date of the hearing. The principal may also request information from the school district that is relevant to his/her appeal, and that information shall be disclosed as soon as possible. Until the material is furnished to the Principal and delivered to the panel, the appeal shall remain open. The principal may present evidence and witnesses. The Principal may choose to direct and cross examine witnesses. The appeal may be closed or opened at the option of the Principal however, the entire appeal process will be completed within seventy-five (75) business days from the principal's receipt of the composite APPR or within seventy-five (75) business days from issuance of a principal improvement plan or within seventy-five (75) business days from each alleged failure of the district to uphold any component of the PIP.

• The written APPR appeal decision will be rendered in writing within ten (10) business days of the hearing. It shall specify whether the appeal prevailed in whole or in part and if the Superintendent determined to modify the Principal's effectiveness rating. If a modification is determined, the Principal's evaluation will be modified to reflect the new rating. If the new rating is Effective or Highly Effective, the PIP, if any will be abolished.

• An evaluation shall not be placed in a Principal's file until the expiration of the time period during which an appeal may be initiated or the rendering of the appeal decision, whichever is later.

• A Principal may attach a written rebuttal to his or her final APPR. Attaching such a rebuttal in no way negates or alters the time period to initiate an appeal within the open period.

All appeals will be conducted in a timely and expeditious fashion in compliance with Education Law 3012c and will be determined within seventy-five (75) business days from the principal's receipt of the composite APPR score or within seventy-five (75) business days from issuance of a principal improvement plan or within seventy-five (75) business days from each alleged failure of the district to uphold any component of the PIP.

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.

Evaluator Training
West Babylon UFSD will ensure that all lead evaluators/evaluators are properly trained. The Superintendent will certify lead evaluators upon presentation of evidence that they have completed their training. Evaluator training will be conducted by certified BOCES Network Team personnel over multiple sessions for a minimum of twelve (12) hours annually and will continue to be conducted on an ongoing basis to maintain evaluator knowledge and inter-rater reliability. The duration for the initial and re-certification training will be a minimum of twelve (12) hours annually. The evaluator training has replicated the recommended SED model certification process incorporating per the 3012c regulations. The training has included the following Requirements for Lead Evaluators:
• New York State teaching Standards and ISSLC Standards
• Evidence-based observation
• Application and use of Student Growth Percentile and Value Added Growth Model data
• Application and use of the State-approved teacher or principal rubrics
• Application and use of any assessment tools used to evaluate teachers and principals
• Application and use of State-approved locally selected measures of student achievement
• Use of Statewide instructional Reporting System
• Scoring methodology used to evaluate teachers and principals
• Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.
West Babylon UFSD will work with the Western Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

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 Monday, June 09, 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/12158/722215-3Uqgn5g9Iu/Joint Signature page 6.9.14.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.

Form 2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Earth Science Honors	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Earth Science Regents Assessment
	Algebra I Honors	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment
	All other 9 – 12 math courses	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ● School/BOCES-wide/group/team results based on State	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment and NYS Comprehensive ELA Regents Assessment and NYS English Language Arts Common Core Regents Assessment
	All other K – 5 courses	○ State Assessment	NYS Grades 4 – 5 ELA and Math Assessments

		○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ● School/BOCES-wide/group/team results based on State	
	All other 6 – 8 courses	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ● School/BOCES-wide/group/team results based on State	NYS Grades 6 – 8 ELA and Math Assessments

	All other 9 – 12 courses	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ● School/BOCES-wide/group/team results based on State	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment and NYS Comprehensive ELA Regents Assessment and NYS English Language Arts Common Core Regents Assessment

HEDI TABLES: STUDENT GROWTH PERCENTAGES

(2.2) Grade 3 ELA and Math

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

(2.4 and 2.5) Grades 6-8 Science, Grades 6 – 8 Social Studies

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

(2.10) Grades 9 – 12: Courses that do not end with a Regents exam- A school-wide measure will be determined based on the results from The Integrated Algebra/Common Core Algebra Regents and the English/Common Core ELA Regents. The HEDI tables below will be combined to determine a growth score for teachers of 9 – 12 courses that do not end with a Regents exam.

Integrated Algebra/Common Core Regents – Target of 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

English 11/ELA Common Core Regents – Target of 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 %	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

(2.7) Living Environment Regents: The minimum rigor targets are a combination of students reaching a target of 65 and of students reaching a target of 85. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

Living Environment Regents: HEDI for Target of 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 %	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

Living Environment Regents: HEDI for Target of 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
51-100 %	46-50%	39-45%	37-38%	35-36%	33-34%	31-32%	29-30%	27-28%	25-26%	23-24%	21-22%	19-20%	17-18%	15-16%	13-14%	11-12%	9-10%	7-8%	5-6%	0-4%

(2.10) Living Environment Self-Contained: Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
80.1 - 100 %	73.6 - 80%	72.6 - 73.5 %	71.6 - 72.5 %	70.6 - 71.5 %	69.6 - 70.5 %	68.6 - 69.5 %	67.6 - 68.5 %	66.6 - 67.5 %	65.6 - 66.5 %	64.6 - 65.5 %	63.6 - 64.5 %	62.6 - 63.5 %	61.6 - 62.5 %	58.6 - 61.5 %	54.6 - 58.5 %	50.6 - 54.5 %	44.6 - 50.5 %	40.6 - 44.5 %	30.6 - 40.5 %	0- 30.5 %

(2.10) Living Environment Honors: Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99- 100 %	97- 98%	95- 96%	93- 94%	91- 92%	89- 90%	87- 88%	85- 86%	83- 84%	81- 82%	79- 80%	75- 78%	70- 74%	65- 69%	60- 64%	55- 59%	50- 54%	45- 49%	30- 44%	15- 29%	0- 14%

(2.7) Chemistry Regents: Target 65. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100 %	81-90%	71-80%	65-70%	61-64%	58-60%	55-57%	53-54%	50-52%	47-49%	44-46%	40-43%	36-39%	32-35%	28-31%	24-27%	20-23%	16-19%	10-15%	5-9%	0-4%

(2.7) Earth Science Regents Target 65. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

(2.10) Earth Science Self-Contained Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
77-100 %	66-76.9 %	61-65.9 %	60-60.9 %	59-59.9 %	58-58.9 %	57-57.9 %	56-56.9 %	55-55.9 %	54-54.9 %	53-53.9 %	52-52.9 %	51-51.9 %	50-50.9 %	49-49.9 %	48-48.9 %	45-47.9 %	40-44.9 %	35-39.9 %	30-34.9 %	0-29.9 %

(2.7) Physics Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90-93%	88-89%	86-87%	84-85%	82-83%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	50-59%	40-49%	0-39%

(2.8) Algebra 1 Regents Target 65. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	96 - 97%	95%	94%	93%	92%	91%	90%	87-89%	85-86%	82-84%	79-81%	75-78%	71-74%	67-70%	63-66%	59-62%	55-58%	40-54%	25-39%	0 - 24%

(2.10) Algebra 1 Extended Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100 %	89-95%	82-88%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	60-63%	56-59%	50-55%	44-49%	38-43%	32-37%	26-31%	20-25%	0-19%

(2.8) Algebra 2 Regents Target 65. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	78-85%	71-77%	67-70%	65-66%	63-64%	61-62%	59-60%	57-58%	55-56%	53-54%	50-52%	46-49%	42-45%	38-41%	34-37%	30-33%	26-29%	22-25%	15-21%	0-14%

(2.10) Algebra 2 Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	71-85%	62-70%	59-61%	56-58%	54-55%	52-53%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	38-39%	36-37%	34-35%	32-33%	30-31%	23-29%	15-22%	0-14%

(2.10) Algebra 2 Extended

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

(2.10) Algebra I Self-Contained Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100 %	75-84.9 %	70-74.9 %	69-69.9 %	68-68.9 %	67-67.9 %	66-66.9 %	65-65.9 %	64-64.9 %	63-63.9 %	61-62.9 %	59-60.9 %	55-58.9 %	50-54.9 %	45-49.9 %	40-44.9 %	35-39.9 %	30-34.9 %	25-29.9 %	20-24.9 %	0-19.9 %

(2.10) Geometry Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100 %	71-85%	66-70%	64-65%	62-63%	60-61%	58-59%	56-57%	54-55%	52-53%	50-51%	48-49%	45-47%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	0-9%

(2.8) Geometry Regents Target 65. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100 %	89-95%	82-88%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	60-63%	56-59%	50-55%	44-49%	38-43%	32-37%	26-31%	20-25%	0-19%

(2.10) Geometry Extended

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

(2.10) American History Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 %	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

(2.6) American History Regents: The minimum rigor targets are a combination of students reaching a target of 65 and of students reaching a target of 85. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

HEDI for target of 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100 %	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

HEDI for target of 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	76-85%	67-75%	64-66%	61-63%	59-60%	57-58%	55-56%	52-54%	49-51%	45-48%	41-44%	37-40%	32-36%	27-31%	22-26%	18-21%	14-17%	10-13%	6-9%	0-5%

(2.10) American History Self-Contained Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100%	70-84.9%	66-69.9	65-65.9	64-64.9	63-63.9	62-62.9	61-61.9	60-60.9	59-59.9	58-58.9	55-57.9	52-54.9	49-51.9	46-48.9	43-45.9	40-42.9	35-39.9	30-34.9	25-29.9	0-24.9

(2.6) Global 2 Target 65. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	93-94%	90-92%	88-89%	86-87%	84-85%	82-83%	80-81%	78-79%	75-77%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	30-44%	15-29%	0-14%

(2.10) Global 2 Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	81-85%	75-80%	73-74%	71-72%	69-70%	67-68%	65-66%	63-64%	61-62%	59-60%	57-58%	53-56%	49-52%	45-48%	40-44%	35-39%	30-34%	25-29%	20-24%	0-19%

(2.10) Global 2 Self-Contained Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
77-100 %	66-76.9	61-65.9	60-60.9	59-59.9	58-58.9	57-57.9	56-56.9	55-55.9	54-54.9	53-53.9	52-52.9	51-51.9	50-50.9	49-49.9	48-48.9	45-47.9	40-44.9	35-39.9	30-34.9	0-29.9

(2.10) English 11 Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	98%	97%	96%	95%	94%	93%	92%	91%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

(2.9) English 11 Regents- The minimum rigor targets are a combination of students reaching a target of 65 and of students reaching a target of 85. The following scale is limited to only students enrolled in a Regents level course and does not apply to students enrolled in Honors, Special Education, or Extended courses as they have their own HEDI scale contained in this document.

English 11 Regents: HEDI for Target of 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

English 11 Regents: HEDI for Target of 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
86-100%	60-85%	46-59%	42-45%	40-41%	38-39%	36-37%	34-35%	32-33%	30-31%	28-29%	25-27%	22-24%	19-21%	16-18%	13-15%	10-12%	7-9%	4-6%	1-3%	0%

(2.10) English 11 Self-Contained Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100%	70-84.9%	66-69.9	65-65.9	64-64.9	63-63.9	62-62.9	61-61.9	60-60.9	59-59.9	58-58.9	55-57.9	52-54.9	49-51.9	46-48.9	43-45.9	40-42.9	35-39.9	30-34.9	25-29.9	0-24.9

(2.10) ESL K-5 Based on NYSESLAT

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 – 100%	94 – 97%	90-93%	88 – 89%	86-87%	84-85%	82-83%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	50 - 59%	40 – 49%	0 – 39%

(2.10) ESL 6 -8 Based on NYSESLAT

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 – 100%	94 – 97%	90-93%	88 – 89%	86-87%	84-85%	82-83%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	50 - 59%	40 – 49%	0 – 39%

(2.10) ESL 9 – 12 Based on NYSESLAT

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 – 100%	94 – 97%	90-93%	88 – 89%	86-87%	84-85%	82-83%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	50 - 59%	40 – 49%	0 – 39%

(2.10) NYSAA

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100 %	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

(2.10) Earth Science Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

(2.10) Algebra I Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

(2.10) Chemistry Honors: The minimum rigor targets are a combination of students reaching a target of 65 and of students reaching a target of 85

Chemistry Honors Target 65

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	98%	97%	96%	95%	94%	93%	91-92%	89-90%	87-88%	85-86%	80-84%	75-79%	70-74%	65-69%	55-64%	45-54%	35-44%	25-34%	0-24%

Chemistry Honors Target 85

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
51-100%	41-50%	34-40%	31-33%	29-30%	27-28%	25-26%	23-24%	20-22%	18-19%	16-17%	14-15%	12-13%	10-11%	8-9%	6-7%	4-5%	3%	2%	1%	0%

HEDI CONVERSION FOR VALUE-ADDED MODEL (20 points → 25 points)

HEDI Rating	HEDI 0 – 25 Points	HEDI 0 – 20 Points
Ineffective	0	0
Ineffective	1	1
Ineffective	2	2
Developing	3	3
Developing	4	3
Developing	5	4
Developing	6	5
Developing	7	6
Developing	8	7
Developing	9	8
Effective	10	9

Effective	**11**	**9**
Effective	**12**	**10**
Effective	**13**	**10**
Effective	**14**	**11**
Effective	**15**	**12**
Effective	**16**	**13**
Effective	**17**	**14**
Effective	**18**	**14**
Effective	**19**	**15**
Effective	**20**	**16**
Effective	**21**	**17**
Highly Effective	**22**	**18**
Highly Effective	**23**	**18**
Highly Effective	**24**	**19**
Highly Effective	**25**	**20**

Conversion Chart for STAR Growth Percentiles

(If Value Added State Measure)

Number of Local Points	Students Growth Percentile	Rating
15	81-99	Highly Effective
14	61-80	Highly Effective
13	59-60	Effective
12	56-58	Effective
11	52-55	Effective
10	49-51	Effective
9	45-48	Effective
8	41-44	Effective
7	37-40	Developing
6	33-36	Developing
5	29-32	Developing
4	25-28	Developing
3	21-24	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

3.12 All Other Courses

Course(s) or Subject (s)	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra I Honors	4) State-approved 3rd party	STAR Math Enterprise
Earth Science Honors	6(ii) School wide measure computed locally	STAR Reading Enterprise
All other 9 – 12 math courses	4) State-approved 3rd party	STAR Math Enterprise
All other K- 1 courses	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise
All other 2 – 5 courses	6(ii) School wide measure computed locally	STAR Reading Enterprise
All other 6 – 8 courses	6(ii) School wide measure computed locally	STAR Reading Enterprise
All other 9 – 12 courses	6(ii) School wide measure computed locally	STAR Reading Enterprise

APPENDIX 2

Conversion Chart for STAR Growth Percentiles

Number of Local Points	Students Growth Percentile	Rating
20	87-99	Highly Effective
19	74-86	Highly Effective
18	61-73	Highly Effective
17	59-60	Effective
16	57-58	Effective
15	54-56	Effective
14	52-53	Effective
13	50-51	Effective
12	48-49	Effective
11	46-47	Effective
10	43-45	Effective
9	41-42	Effective
8	37-40	Developing
7	34-36	Developing
6	31-33	Developing
5	27-30	Developing
4	24-26	Developing
3	21-23	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

APPENDIX 2

40 Point Conversion Chart (Dimensions 1-9)

Total Minimum Average Rubric Score	Conversion score for Composite
1	0
1.1	14
1.2	21
1.3	28
1.4	35
1.5	36
1.6	36
1.7	36
1.8	36
1.9	37
2	37
2.1	37
2.2	38
2.3	38
2.4	38
2.5	38
2.6	39
2.7	39
2.8	39
2.9	39
3	39
3.1	39
3.2	39

3.3	39
3.4	39
3.5	40
3.6	40
3.7	40
3.8	40
3.9	40
4.0	40

APPENDIX 3

20 Point Conversion Chart (Dimension 10)

Total Minimum Average Rubric Score	Conversion score for Composite
1	0
1.1	3
1.2	7
1.3	11
1.4	15
1.5	16
1.6	17
1.7	17
1.8	17
1.9	18
2	18
2.1	18
2.2	18
2.3	18
2.4	18
2.5	18
2.6	19
2.7	19
2.8	19
2.9	19
3	19
3.1	19

3.2	19
3.3	19
3.4	19
3.5	20
3.6	20
3.7	20
3.8	20
3.9	20
4.0	20

Rubric Average Score	**HEDI Rating**
3.5-4.0	Highly Effective
2.6-3.4	Effective
1.5-2.5	Developing
1-1.4	Ineffective

APPENDIX 3a:

Total TCTEF Rubric Composite Score HEDI Rating Form (Instructional)

(Calculating HEDI bands of Teacher Effectiveness Framework)

Subcomponent	Score
Teacher Effectiveness ~ Observations ~ (A number between 0-40 will be arrived at for Dimensions 1 – 9 by using the formula in section 4.5)	
Teacher Effectiveness ~ Professional Practice ~ (A number between 0-20 will be arrived at for Dimension 10 by using the formula in section 4.5)	
Observation Score + Professional Practice Score	

TCTEF Composite Total	HEDI Rating
59-60	Highly Effective
57-58	Effective
50-56	Developing
0-49	Ineffective

Total Score _____ = Final TCTEF HEDI Rating of

_____

(out of 60 pts)

APPENDIX 4:

Summative Evaluation Rating Form (Instructional)

(Calculating final composite score of Teacher Effectiveness)

Subcomponent	Score
A. Student Growth Score *(A number between 0-20 will be provided by SED)*	
B. Locally Selected Measures of Student Achievement *(A number between 0-20 will be arrived at by using the formula in section VIII A of the APPR)*	
C. Teacher Effectiveness Total (out of 60 pts) *(From Appendix 3A)*	
E. Total ADD A + B + C (Maximum score of 100 points)	

Level	**Total Composite**
Highly Effective	91 – 100
Effective	75 – 90
Developing	65 – 74
Ineffective	0 - 64

Total Score _____ = Final Effectiveness HEDI Rating of

_____

(out of 100)

Dimension 10 Rubric

Ineffective	Developing	Effective	Highly Effective
10.1 Self-assessing and working to improve his or her own classroom practice 10.2 Developing and implementing a professional growth plan. 10.3 Seeking out professional development and continuous learning opportunities. 10.4 Working with colleagues to improve practice throughout the building as part of a professional learning community.	The teacher is reluctant or resistant to professional growth.	The teacher has made an initial commitment to professional growth and applies new learning in the classroom.	The teacher has made a clear commitment to professional growth an regularly applies new learning in the classroom.

Enter Notes

Rubric Score: 0/0

*Commitment to School Community

Criteria	Ineffective	Developing	Effective	Highly Effective
1 0.5 Maintaining open communication with the entire school community (e.g., administrators,	The teacher is not contributing to the school community beyond his or her classroom.	The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.	The teacher is a regular and active contributor to the school community.	The teacher contributes to the scho consistently and with passion and teacher is recognized as a leader a within the school community.

Enter Notes

teachers, parents, students). 1	
0.6 Assuming appropriate leadership roles (e.g., mentor, instructional coach, teacher-leader). 1	
0.7 Helping maintain and build a positive school culture (e.g., through athletic coaching, volunteerism, and other forms of non-required participation or contribution).	

Rubric Score: 0/0

*Commitment To Professionalism

Criteria	Ineffective	Developing	Effective	Highly Effectiv
1 0.8 Maintaining a high level of professionalism at all times. 1	The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).	The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.	The teacher adheres to school rules and is generally aware of major changes in educational policy.	The teacher is a committed profe follows and promotes school rul understands the purpose of educ and how they affect classroom p educational community.
0.9 Becoming aware of				

Enter Notes

and adhering to legal responsibilities and current educational policies of the school, district, and state.	
Rubric Score: 0/0	

APPENDIX 7
WEST BABYLON SCHOOL DISTRICT

T.I.P.-TEACHER IMPROVEMENT PLAN
(To be completed jointly by teacher and administrator)
Goals to improve teacher performance

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

Name_____ School_____

School year plan is based on_____ Assignment Grade/Subject_____

Ensuing School Year_____ Grade/Subject_____

Date of Related APPR_____ Date of TIP Conference_____

Administrator_____Date_____

The plan should clearly describe the professional learning activities that the teacher must complete in order to achieve an effective rating. These activities should be connected directly to the areas needing improvement. The activities and/or artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan, should be described and could include items such as lessons, student work or unit plans, etc. The supervisor must clearly state in the plan the additional support and assistance that the teacher will receive. In the final stage of the improvement plan, the teacher should meet with his/her supervisor as indicated in the timeframe to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

After, the TIP is in place the teacher, administrator, mentor (if one has been assigned)and an Association representative(if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the activeness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s) the TIP shall be modified accordingly.(The process is clearly described in the District APPR).

TIP correspondence and documentation which are considered to be the property of the school district, will be part of the teacher confidential section of the regular personnel file for a period of 3 years after the completion of the Teacher Improvement Plan.

1. Areas needing improvement (performance goals, expectations, benchmarks, standards):

1. 2.

2. What evidence will demonstrate that the teacher has improved in identified areas?

1.

3. What is the timeframe in which the change must occur? (Include review dates/final stage date)

1.

4. Are there intermediate benchmarks that will indicate progress? If so when should these occur?

1.

5. What directives, recommendations, requirements, and/or suggestions have been given to the teacher?

1.

6. What resources, differentiated activities, materials, supports, guidance, and follow-up will be provided for the teacher (including mentor teacher if needed)?

1.

7. **Signatures of teacher, principal, supervisor (indicates awareness of plan to help teacher improve)**

POSITION	NAME	SIGNATURE	DATE
Teacher			
WBTA Rep			
Principal			
Supervisor (if applicable)			

A copy of this T.I.P. must be submitted to the Superintendent

**In year two of TIP an additional supervisor will be utilized to observe and work with the teacher in addition to the principal.

8. Record of meetings, observations, conferences, support activities, professional development, visitations, etc. related to improving teacher performance. (Collected by evaluator).

ACTIVITY	*DATE*	*Note (if necessary)*

APPENDIX C

Conversion Chart for STAR/Renaissance Absolute Growth Percentiles

Number of Local Points	Students Growth Percentile	Rating
20	87-99	Highly Effective
19	74-86	Highly Effective
18	61-73	Highly Effective
17	59-60	Effective
16	57-58	Effective
15	54-56	Effective
14	52-53	Effective
13	50-51	Effective
12	48-49	Effective
11	46-47	Effective
10	43-45	Effective
9	41-42	Effective
8	37-40	Developing
7	34-36	Developing
6	31-33	Developing
5	27-30	Developing
4	24-26	Developing

3	21-23	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

APPENDIX D

Conversion Chart for STAR/Renaissance Mean Percentiles
(If Value Added State Measure)

Number of Local Points	Students Growth Percentile	Rating
15	81-99	Highly Effective
14	61-80	Highly Effective
13	59-60	Effective
12	56-58	Effective
11	52-55	Effective
10	49-51	Effective
9	45-48	Effective
8	41-44	Effective
7	37-40	Developing
6	33-36	Developing
5	29-32	Developing
4	25-28	Developing
3	21-24	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

WBAA- Marshall Rubric Proposed REVISED 2.25.14

Rubric Point Total	MINIMUM RANGE Total Rubric %	MAXIMUM RANGE Total Rubric %	HEDI
60	87.50%	100.00%	HE
59	75.00%	87.49%	HE
58	65.00%	74.99%	E
57	60.00%	64.99%	E
56	50.00%	59.99%	D
55	48.00%	49.99%	D
54	47.51%	47.99%	D
53	47.11%	47.50%	D
52	46.71%	47.10%	I
51	46.31%	46.70%	I
50	45.81%	46.30%	I
49	45.41%	45.80%	I
48	45.01%	45.40%	I
47	44.61%	45.00%	I
46	44.21%	44.60%	I
45	43.31%	44.20%	I
44	42.91%	43.30%	I
43	42.51%	42.90%	I
42	42.11%	42.50%	I
41	41.71%	42.10%	I
40	41.31%	41.70%	I
39	40.81%	41.30%	I
38	40.41%	40.80%	I
37	40.01%	40.40%	I
36	39.61%	40.00%	I
35	39.21%	39.60%	I
34	38.81%	39.20%	I
33	38.31%	38.80%	I
32	37.91%	38.30%	I
31	37.51%	37.90%	I
30	37.11%	37.50%	I
29	36.71%	37.10%	I
28	36.31%	36.70%	I
27	35.81%	36.30%	I
26	35.41%	35.80%	I
25	35.01%	35.40%	I
24	34.61%	35.00%	I
23	34.21%	34.60%	I
22	33.81%	34.20%	I
21	33.31%	33.80%	I
20	32.91%	33.30%	I
19	32.51%	32.90%	I

18	32.11%	32.50%	I
17	31.71%	32.10%	I
16	31.31%	31.70%	I
15	30.81%	31.30%	I
14	30.41%	30.80%	I
13	30.01%	30.40%	I
12	29.61%	30.00%	I
11	29.21%	29.60%	I
10	28.81%	29.20%	I
9	28.31%	28.80%	I
8	27.91%	28.30%	I
7	27.51%	27.90%	I
6	27.11%	27.50%	I
5	26.71%	27.10%	I
4	26.31%	26.70%	I
3	25.81%	26.30%	I
2	25.41%	25.80%	I
1	25.01%	25.40%	I
0	25.00%	25.00%	I

APPENDIX F

PRINCIPAL IMPROVEMENT PLAN (PIP) FORM

Name of Principal:_____

School Building: _____ Academic Year: _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and accessible resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

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

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

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

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

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

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

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

- Assure that educators who receive a Developing or Ineffective rating will receive a 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: 6/9/14

Teachers Union President Signature: Date: Patricia M. Squeccarini 6/9/14

Administrative Union President Signature: Date: Eleanor M. Lacy 6/9/14

Board of Education President Signature: Date: 6/9/14