

Field Guide for the 2017-18 Principal Performance Review

A Guide for Principals and Evaluators



**Department of
Education**

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Introduction to the Principal Performance Review

The 2017-2018 Principal Performance Review (PPR) is consistent with Education Law 3012-d and agreements between the NYC Department of Education (DOE) and the Council for School Supervisors and Administrators (CSA); the framework of the PPR is being used across the State. The Principal Performance Review has been designed to support a common vision: **an effective principal in every school for every student.**

Goals of the Principal Performance Review

The Principal Performance Review aims to measure principal effectiveness consistently, accurately, and fairly through a process that is transparent to principals and is based on multiple measures. The guiding principles are to support principals in making instructional decisions and improving their practice, while supporting school-level autonomy where possible.

Goals of the PPR Field Guide

This introductory document is designed to support principals and evaluators in the implementation of the 2017-2018 Principal Performance Review. It outlines:

- ✓ The requirements and structure of supervisory visits that yield Measure of Leadership Practice ratings and feedback
- ✓ The timeline for each stage of the Principal Performance Review
- ✓ The elements of Measures of Student Learning
- ✓ Overall scoring and rating for principals

Timeline

- Principal Practice Observations visits began on **September 25, 2017.**
- Principal Practice Observations for principals who received a Principal Improvement Plan (PIP) in the 2017-18 school year based on their 2016-17 Overall Rating of Developing or Ineffective began on **October 2, 2017** and will be completed by **May 15, 2018.**
- Principals will receive ratings for the Measures of Leadership Practice by the **last day of school in June 2018.**
- By **September 4, 2018**, principals will receive their PPR Overall Rating for the 2017-18 school year.
- Later in the fall of 2018, you will receive your PPR Advisory result.

Contact

Please contact your superintendent or ppr@schools.nyc.gov with any questions or concerns regarding the Principal Performance Review.

Overview of Changes

The 2017-18 PPR is based on State Education Law 3012-d¹ and the NYCDOE APPR plan². Each eligible principal will receive a Measures of Leadership Practice (MOLP) score and rating and a Measures of Student Learning (MOSL) score and rating. Each principal will receive an Overall Rating based on the combination of their MOLP and MOSL rating according to the following table:

Overall HEDI Rating		MOLP			
		H	E	D	I
MOSL	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

Due to NY State Commissioner Regulation 30-3.17, ELA and Math State Exams and State-Calculated Growth Scores cannot be used for 2017-18 MOSL. MOSL for high school and transfer high school principals is based on NYCDOE-calculated Regents growth scores. MOSL for elementary, middle, K-8, District 75, and District 79 schools is based on citywide results on several State-administered exams. Every principal in this category will receive the same MOSL score and rating. MOSL for K-2 schools is based on NYCDOE-calculated growth scores for NYCDOE-administered assessments.

Measures of Leadership Practice

The principal evaluation system for the NYC DOE requires that a *minimum* of two supervisory visits in one school inform an overall rating for Measures of Leadership Practice (MOLP). In 2017-2018, Principal Practice Observations (PPOs), rooted in the QR rubric, are the only type of supervisory visit. A minimum of one PPO shall be announced. The evaluator must provide a minimum of one calendar week's notice to a principal prior to the announced PPO. There is no notice of requirement for unannounced PPOs.

Evaluators

Superintendents are the lead evaluators for the 2017-2018 PPR; they must conduct at least one of the two supervisory visits required for each principal. Other evaluators may include Superintendents' Principal Leadership Facilitators. By law, all evaluators must hold, at minimum, a School Building Leader license and lead evaluators must be certified annually.

¹ <https://www.engageny.org/file/133336/download/appr-guidance-3012-d.pdf>

² <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city/new-york-city-appr-plan-123016.pdf>

Ratings

During supervisory visits, evaluators gather evidence related to each indicator of the Quality Review (QR) rubric. Individual Principal Practice Observations do not culminate in an overall rating. Evidence collected during the Principal Practice Observation will be considered when determining a principal’s MOLP rating for the school year. The lead evaluator (superintendent) will ultimately confer a final rating for MOLP based on evidence gathered across both visits and throughout the rating period that aligns to the Quality Review rubric.

Principal Practice Observation

The Principal Practice Observation is designed to capture low-inference evidence aligned to the ten Quality Review indicators. In general, the PPO process will last no more than one school day and can include:

- Principal interview(s)
- Classroom visitations and debriefs
- Evaluator reflection
- PPO debrief
- Teacher team and instructional team meeting observations
- Cabinet meeting observations
- Family engagement meeting observations
- Professional learning observations

It is good practice to conduct a debrief session that concludes the PPO at the end of the day around what was evidenced regarding the highest leverage quality indicators for principal practice, but it will not include an overall rating for the visit or a specific rating for any particular indicator on the QR rubric.

Principals will receive written feedback in the form of evidence within 45 days following a statutory PPO visit ("supervisory visit") for each component of the QR Rubric observed. In conjunction with the written feedback, superintendents must complete the two tables below and include them atop feedback and next steps that are sent to Principals after PPO visits.

Observed QR Components Rated “Highly-Effective” or “Effective ”

Observed QR Components Rated “Developing ” or “Ineffective”

Principals will receive written next steps for improvement for each component rated “developing” or “ineffective”. Although not required, evaluators may also choose to include next steps for some or all of the

indicators rated “highly effective” or “effective.” It is understood that these next steps are meant as suggestions for the principal's work concerning the feedback provided by the Superintendent or his/her designee in the relevant area. Next steps are formative in nature and are in no way meant to serve as the sole directive or exhaustive for purposes of actionable next steps for implementation by the principal. For Principals who received a Principal Improvement Plan (PIP) for the 2017-2018 school year, written feedback should also include a description of progress on the PIP and APPR rating thus far in the school year.

Please note that, with the exception of extreme circumstances, PPOs shall proceed without rescheduling.

Principal Practice Observation Tool

The Principal Practice Observation Tool was created as an evidence gathering tool to be used by evaluators during PPOs. The tool provides examples and questions directly connected to leadership practices embedded in each indicator of the Quality Review rubric, allowing strong leadership practices to be recognized in the context of any school. The questions embedded in the tool can also serve as a reflection exercise for principals. The tool is available in its entirety in Appendix A.

Measures of Student Learning

The following table gives an overview of the Measures of Student Learning by school level. More detailed descriptions of each metric by school type follow.

School Type	Measures of Student Learning Metrics
Early Childhood (K-2)	Growth in ELA Performance Assessment Growth in Math Performance Assessment [All students]
Elementary Middle K-8 District 75	Citywide results on the following assessments: NYS Science grade 4 and 8, NYSESLAT, NYSA, English Regents, and Algebra I Regents.
High schools Transfer schools	Growth in English Regents Growth in Algebra I Regents

Early Childhood: Measures of Student Learning

MOSL for principals with grades K-2 only, K-1 only, or K only will be based upon the NYC ELA and Math Performance Assessments.

The specific ELA performance assessment will be the same as the one selected from the below list by the principal for use in *Advance*, the teacher evaluation and development system.

- NYC Performance Assessment: Writing
- NYC Performance Assessment Running Records: Teachers College Reading and Writing Project (TCRWP)

- NYC Performance Assessment Running Records: Fountas and Pinnell (F&P)
- NYC Performance Assessment: SANDI/FAST
- NYC Performance Assessment: WebABLLs

Metric	Metric Description
Growth Percentile in ELA and Math Performance Assessments for all students	<p>Growth model that measures student progress on the DOE-approved assessment.</p> <p>The growth model will define similar students using multiple student characteristics, including: academic history, poverty, students with disabilities status, and English language learner status.</p> <p>This metric is calculated for students who took a post-test during the 2017-2018 school year</p>

Elementary, Middle, K-8, and District 75: Measures of Student Learning

For principals in schools with grades 3-8³, the MOSL component is determined based on the citywide results on the following assessments: New York State Science Grade 4 and 8 Exams; the New York State English as a Second Language Achievement Test; the New York State Alternate Assessment Test; English Language Arts Regents Exam; and Algebra I Regents Exam. Where applicable, both Common Core and non-Common Core Regents are included. All principals covered by this measure receive the same MOSL score.

All students in the NYC DOE have the same Student Learning Objective (SLO) target for each exam. For each exam, one citywide MOSL score (on a 0-20 scale) is calculated based on the following SED scoring chart, which assigns a score based on the percentage of students meeting the SLO target:

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
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

The MOSL scores for each exam are averaged, weighted by number of students, to get the overall MOSL score for all principals. All exam results on the listed assessments for the school year, from all students in grades K-12, in all non-charter public schools in the NYC DOE are included except for summer-school exams. Students taking the same Regents exam in January and June contribute their higher score only and the lower score is discarded. Only first-time Regents test takers are included.

³ K-12/6-12 schools with 30% or more students with English or Algebra I Regents exams will be evaluated based on grades 9-12 only. Regents exams taken in middle school grades are excluded for this purpose. Regents exams in D75 or D79 are also excluded.

The SLO target score ranges for the 2017-18 school year are outlined below:

Exam	Target Score Range
Algebra I Regents	65-100
English Regents	65-100
Grade 4 Science	65-100
Grade 8 Science	65-100
NYSESLAT	Emerging-Commanding
NYSAA (all subjects)	Level 3-4

High Schools and Transfer High Schools: Measures of Student Learning

For principals in schools with grades 9-12, the MOSL component is based on the school’s individual Regents results in English Language Arts and Algebra I exams, from students in grades 9-12. For students who passed Algebra I Regents in middle school, the Geometry Regents will be used when it is taken in high school. Where applicable, both common core and non-common core Regents will be included. If less than 30% of students in the school are covered by this measure, or if the school is in District 75 or 79, the MOSL component will be determined based on the grade 3-8 methodology above instead.

Students will receive a growth percentile for each Regents exam from the NYCDOE Growth Model. The growth percentiles will be aggregated by school to give each eligible principal an overall weighted score. Each eligible principal will receive a percentile rank based on comparison to other principals citywide. This percentile rank will be converted to HEDI score of 0-20 according to the *DOE-Calculated Growth Scores HEDI Conversion Chart* in Appendix D.

For principals in schools with grades K-12 or 6-12, the MOSL component will be determined based on the high school methodology if at least 30% of the students in the school are covered by those methods. If less than 30% of students in the school are covered, the MOSL component will be determined based on the grade 3-8 methodology.

Measures of Student Learning – Advisory Result

Advisory Results are provided to principals for informational purposes only. During the moratorium period they show what each principal’s rating would have been if grade 4-8 state exams and NYSED growth scores were included in the calculation.

For schools with 30% or more of enrolled students covered by growth scores from NYSED, the NYSED-issued HEDI rating and score is used for Advisory Result MOSL.

Schools with less than 30% covered, or no NYSED growth scores, receive a HEDI rating and score based on the N-weighted average of NYSED and NYCDOE growth scores, which are added until the 30% threshold is met.

K-2 schools do not receive Advisory Result because their Overall Rating is unaffected by the moratorium.

In the 2017-2018 school year⁴, the New York State Education Department will continue to use five growth measures based on State assessments for each principal, depending on the grade levels at the principal's school.⁵ Each measure is scored separately and scores are averaged and weighted by the number of students included in each. See Appendix B for a more detailed description of State-provided measures. Full descriptions of each measure are also available on the SED website at this website:

<https://www.engageny.org/resource/resources-about-state-growth-measures>

For principals of schools in which fewer than 30% of students are included in the State-provided measures, growth scores are determined based on available State-provided measures and DOE-provided growth measures based on other State exams (e.g., 3rd grade math and ELA, NYSAA). SED growth scores and NYC growth scores for students taking other State assessments are weighted proportionally.

For principals without any State-provided growth scores, State Measures are based entirely on DOE-provided growth scores.

Principal Performance Review Scoring

Principals will be rated on the following scale for each subcomponent of the PPR: Highly Effective, Effective, Developing, and Ineffective (HEDI). Each eligible principal will also receive an Overall Rating using the same HEDI scale.

Measures of Leadership Practice Ratings

The lead evaluator (superintendent) will ultimately confer a rating for Measures of Leadership Practice based on evidence gathered across both visits and throughout the rating period that is rooted in the Quality Review rubric. Scoring for MOLP is as follows:

- The sum of all indicator scores equals the numerical score and the maximum possible numerical score is 100
- Five indicators are weighted more than the other indicators: 1.1, 1.2, 1.3, 2.2, and 4.1. Non-weighted indicators include: 1.4, 3.4, 3.1, 4.2, and 5.1

⁵ State-provided measures are as follows: 1) Growth Percentile on grade 4-8 State ELA exam; 2) Growth Percentile on grade 4-8 State math exam; 3) Comparative Growth in Regents Exams Passed for students in grades 9-12; 4) Growth Percentile on English Regents, and 5) Growth Percentile on Algebra Regents

- Individual indicators will earn numerical point values based on the rating as follows:

Rating	Weighted Indicator	Non-weighted Indicator
Well Developed	12 points	8 points
Proficient	9 points	6 points
Developing	6 points	4 points
Under Developed	3 points	2 points

- A principal's Principal Practice Score (out of 100) is divided by 25 to produce a HEDI score. The HEDI score is converted into HEDI rating for MOLP using the table below.

Rating	Minimum Points	Maximum Points
Highly Effective	3.50	4.00
Effective	2.50	3.49
Developing	1.75	2.49
Ineffective	0	1.74

- See Appendix C for a conversion chart between MOLP scores (on a scale of 0-100 and 4.0) and HEDI ratings.

A rating for Measures of Leadership Practice will be delivered to each principal by the last day of school in June 2018.

Measures of Student Learning

Each eligible principal will receive a Measures of Student Learning Score out of 20 points. For principals of high schools and transfer high schools the MOSL is based on growth in English and Algebra I Regents. For K-2 principals, MOSL is based on growth in local assessments. For all other principals (including D75 and D79), MOSL is based on citywide performance on exams.

Overall Rating

Each principal will receive an overall score based on the principal's MOSL and MOLP ratings. This conversion table will be used.

Overall HEDI Rating		MOLP			
		H	E	D	I
MOSL	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

Principal Eligibility

In order to receive an Overall Rating, a principal must have served as principal in the same school for at least six cumulative months (183 days) and must receive ratings in both components of the PPR (MOLP and MOSL).

Principals who receive a minimum of two supervisory visits at the same school between September 5, 2017 and June 28, 2018 will be eligible for an MOLP rating.

Principals who serve in one school for at least six cumulative calendar months (183 days) between school between September 5, 2017 and June 28, 2018 are eligible to receive MOSL ratings. Metrics used to calculate a principal's MOSL rating need to meet minimum reporting requirements⁶ independent of a principal's time served.

Appeals

A principal may appeal an overall Ineffective rating. The appeal must be filed electronically within ten (10) school days of receipt at: OARprincipalAPPRappeals@schools.nyc.gov. A hearing will be scheduled and a hearing officer shall consider: (a) the substance of the Overall Rating and other relevant evidence; (b) the DOE's adherence to the standards and methodologies required for such reviews; (c) the adherence to State regulations; (d) compliance with any applicable negotiated procedures; and (e) the DOE's issuance and/or implementation of the terms of the Principal Improvement Plan.

The hearing officer shall render a written decision and recommendation to the Chancellor either sustaining the rating or reversing the rating and may recommend a revised rating, with a rationale for the recommendation. The hearing officer's decision and recommendation will be sent to both the DOE and principal. The Chancellor or designee shall either sustain the original Overall Rating or reverse the rating and determine the appropriate rating. If the Chancellor sustains the rating, the Chancellor or designee shall issue a decision with rationale. If the Chancellor reverses the rating and issues a revised Overall Rating, the original rating shall be expunged from the principal's records and the documentation shall be revised to be consistent with the revised rating.

Principal Improvement Plans

Principals with an Overall Rating of Developing or Ineffective will receive a Principal Improvement Plan (PIP) developed by their superintendent for the 2018-19 school year.

Principals rated Ineffective, to the extent practicable, will have an in-person meeting with their superintendent within ten (10) school days from the opening of classes for the 2018-19 school year, and in no case will this meeting occur later than ten (10) additional school days.

For principals rated Developing, if the principal wants to discuss the PIP with the superintendent, the superintendent will do so by phone or in an in-person meeting within ten (10) school days of the opening of

⁶ Metrics require a minimum of 15 students to be reported.

classes for the 2018-19 school year, and in no case will this meeting occur later than ten (10) additional school days.

Principals with a PIP will have four in-person visits during the 2018-19 school year: two supervisory visits led by the superintendent or PLF and two supplementary visits led by the superintendent or another member of the superintendent's team.

Data Corrections Requests

Principals can make Data Corrections Requests (DCR) in cases where inaccurate student-level data may have been used to calculate Measures of Student Learning ratings. Principals of grades 9-12 or K-2 will receive Excel workbooks with information on the students contributing to each of the MOSL ratings.

Principals can primarily request corrections to student-school linkage in the DCR process. However, the DOE will investigate any requests for changes in other data (e.g., test scores, student-level characteristics).

Principals will be able to submit DCRs related to principal ratings via an [online survey tool](#) from September 1, 2018 through September 28, 2018 during the DCR period. Principals whose recalculated MOSL ratings are greater than their original ratings will receive their corrected student-level MOSL workbooks and Overall Ratings in October.

Parent Requests for Principal Ratings

As part of Education Law 3012-d, parents and legal guardians have the option to request the 2017-18 Overall Rating and score for their child's current principal. Implementation instructions are also available on the Principal Evaluation page of the [Principal's Portal](#).

Ratings are provided to parents and legal guardians for informational purposes only, and do not provide any additional right of action (e.g., the DOE will not accept requests for student transfers based solely on this information). All requests must be documented on a centrally-provided form, and principal rating requests must be verified and processed by school staff. Rating information cannot be shared with a parent if the rating is currently under appeal.

Frequently Asked Questions

Measures of Leadership Practice

My day is fully scheduled and I have a PPO. What are expectations for how to proceed with the day?

With the exception of extreme circumstances, PPOs shall proceed without rescheduling. Principals are expected to accommodate the superintendent or his/her designee for supervisory visits. The principal and evaluator should work together to establish a schedule that works for both parties.

Will I receive written feedback from my PPO visit?

Yes, you will receive written feedback in the form of evidence within 45 days following a statutory PPO visit ("supervisory visit") for each component of the QR Rubric observed; requests in writing from the principal are no

longer necessary. In conjunction with the written feedback, Principals will receive written next steps for improvement for each component rated "Developing" or "Ineffective" ("Developing" or "Underdeveloped" for purposes of the QR Rubric). Superintendents must also complete the two "Observed QR Components" and include them atop feedback and next steps that are sent to Principals after PPO visits.

It is understood that these next steps are meant as suggestions for the principal's work concerning the feedback provided by the Superintendent or his/her designee in the relevant area. They are formative in nature and are in no way meant to serve as the sole directive or exhaustive for purposes of actionable next steps for implementation by the principal. For Principals who received a Principal Improvement Plan (PIP) in the 2017-18 school year based on their 2016-17 Overall Rating of Developing or Ineffective, written feedback should also include a description of progress on the PIP and APPR rating thus far in the school year.

What will my PPO visit look like?

Time spent on each event during the PPO can vary based on conversations with the evaluator and principal. Events can include classroom visitations and debrief, principal interview, reviewer reflection, and PPO debrief.

Does the Quality Review count towards my final rating as a supervisory visit?

No—the QR will no longer be considered a supervisory visit and will not count toward your final rating.

Is there a formula for weighting individual supervisory visits?

No—evidence from both PPOs will be considered by the lead evaluator in conferring final MOLP ratings.

Can my superintendent request additional evidence outside of my two supervisory visits towards my Measures of Leadership Practice rating?

Yes—a superintendent may request information or evidence not obtained at the supervisory visit that is aligned to the QR rubric. Superintendents have the discretion to request additional evidence from principals in support of a principal's rating. As the principal's direct supervisor, any superintendent may conduct additional visits at his or her discretion.

What role should documents play during and after supervisory visits?

Principals can point to existing documents in an authentic way during the PPO to illustrate the impact of their practice but are not required to prepare documents for the sole purpose of the visit.

I am scheduled for an Integrated Intervention Team (IIT) review conducted by NYSED; is this one of my two supervisory visits?

No—the IIT reviews are not conducted by the superintendent or the superintendent's designee and do not use the Quality Review rubric. Only Principal Practice Observations count as supervisory visits.

What happens if I receive a Principal Improvement Plan (PIP)?

Principals with a PIP will receive at least four in-person visits during the 2017-18 school year: two supervisory visits led by the superintendent and two supplementary visits led by another member of the superintendent's team.

What is the purpose of a Principal Improvement Plan?

The purpose of a PIP is to assist principals to work to their fullest potential. The plan will identify specific improvement areas as well as a timeline and plan for assessing improvement.

Measures of Student Learning

Do summer outcomes contribute to my Measures of Student Learning scores?

Due to the September 1st deadline for ratings to be completed for the prior year, summer assessment results will not be included in Measures of Student Learning.

Principal Eligibility

What are the eligibility requirements for a principal to receive an Overall Rating?

In order to receive an Overall Rating, a principal must have served in the same school for at least six cumulative months (183 days) between September 5, 2017 and June 28, 2018 and must receive ratings in both components of the PPR (MOLP and MOSL).

What are the eligibility requirements for a principal to receive an MOLP rating?

If at least two supervisory visits are conducted in the same school, the principal will receive a rating for Measures of Leadership Practice. To the extent practicable, superintendents should ensure that both required supervisory visits are conducted for principals who transfer schools, go on long-term leave or retire.

What are the eligibility requirements for a principal to receive MOSL ratings?

A principal must have 183 active days in one school between September 5, 2017 and June 28, 2018 in order to be eligible for MOSL. In addition, metrics used to calculate a principal's MOSL rating need to meet minimum reporting requirements⁷.

General Questions

Do goals and objectives count towards my PPR ratings?

Goals and objectives do not factor into PPR ratings. Goal setting continues to be a part of the CEP.

Does the compliance checklist count towards PPR ratings?

The compliance checklist does not factor into PPR ratings, but will continue to be implemented.

How will the PPR account for attendance and/or misconduct issues?

Any misconduct including failure to comply with relevant policies and regulations is still subject to disciplinary action, including letters for file and disciplinary charges.

Does the PPR change the current principal completion of probation (COP) process?

The policy and process that govern principal completion of probation will remain largely the same, though superintendents will have even more data and richer information to inform their recommendations.

Please note that additional FAQs may be added throughout the year.

⁷ Metrics require a minimum of 15 students to be reported.

Principal Practice Observation Tool

2017-18

The Principal Practice Observation Tool was created as an evidence gathering tool to be used by evaluators during Principal Practice Observations as part of the Principal Performance Review. The evidence gathered by this tool will be applied to the Quality Review rubric. The tool provides examples and questions directly connected to leadership practices embedded in each indicator of the Quality Review rubric, allowing strong leadership practices to be recognized in the context of any school. The questions embedded in the tool can also serve as a reflection exercise for principals. Please note that principals of transfer high schools and CTE programs have program specific PPO tools and guiding questions.

Statements that reflect Well Developed practice, as outlined in the Quality Review rubric, are included on each page of the tool as exemplars.

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

- a. **WD:** School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards and strategically integrate the instructional shifts¹, resulting in coherence across grades and subject areas that promotes college and career readiness for all students
- b. **WD:** Rigorous habits and higher-order skills² are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs, must demonstrate their thinking
- c. **WD:** Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest and highest achieving students, ELLs, and SWDs, have access³ to the curricula and tasks

Examples of Principal Practice

How effectively does the Principal...

- Engage teachers in a process of adapting/adopting to ensure that curricula are CCLS aligned and meet all student needs
- Base curricular decisions on research, expertise of teachers, and student needs
- Foster a common understanding of what rigor and planning for cognitive engagement look like in the school community
- Establish a common set of expectations for how curriculum should be adapted to provide access for all learners
- Establish systems and structures within teacher teams to plan and revise curriculum based on common expectations using student work and data
- Monitor revision processes to ensure access and cognitive engagement for all students, including relevant sub-groups
- Articulate a clear vision and set of criteria that is used to ensure vertical and horizontal alignment of curriculum that is consistently implemented across the school

Suggested Guiding Questions

- What key decisions have you implemented to support your faculty in adapting/adopting CCLS aligned curricula? How do those decisions take into consideration the needs of students and teachers?
- Have you encountered any obstacles in orienting your staff to curriculum implementation? How have you strategically addressed those obstacles?
- How have you approached curriculum refinements as a learning community?
- How do you assess the rigor of curricula and tasks? Can you give an example?
- What processes do you have in place to ensure vertical and horizontal curriculum alignment and coherence?
- What is your school's approach to the integration of the instructional shifts and college and career readiness skills?
- What structures and resources do you provide to support teachers in appropriately modifying and adapting curricula so that all learners have access?

Key Evidence/Notes:

¹Instructional shifts refer to those embedded in the CCLS

²Rigorous habits or higher-order skills: [Webb's Depth of Knowledge \(DOK\) tool](#) and [Hess's Cognitive Rigor Matrix](#) inform the terms "rigorous habits" and "higher-order skills" in this rubric

³Access: Universal Design for Learning (UDL) informs the curricular planning and revisions for access in this rubric

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching⁴, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work

- a. **WD:** Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts, as well as by discussions at the team and school levels
- b. **WD:** Across the vast majority of classrooms, teaching strategies (including questioning, scaffolds in English and/ or native language where appropriate, and routines) strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills² in student work products
- c. **WD:** Across the vast majority of classrooms, student work products and discussions reflect high levels of student thinking, participation, and ownership

Examples of Principal Practice

How effectively does the Principal...

- Articulate the core beliefs about teaching and learning to the school community and promote investment in those common beliefs
- Point to a clear relationship between core instructional beliefs and practices across classrooms
- Facilitate a normed understanding of rigor* in tasks and student work across classrooms through the use of structured protocols to analyze student work and data
- Promote a shared understanding of multiple access points, scaffolding, and routines across classrooms that address the diverse needs of all students
- Ensure that pedagogical practices across classrooms support discussion and student work products that reflect higher order thinking and are aligned to the school's core beliefs and curricula
- Highlight strong pedagogy that supports the relationship among curricula and student tasks through actionable feedback and coaching

Suggested Guiding Questions

- What are your school's core beliefs about student learning and how are those beliefs reflected across classrooms?
- How have you influenced school-wide investment in your instructional vision?
- Where are the challenges in building teacher capacity to support the school's instructional vision? How have you strategically planned to address those challenges?
- What structures do you have in place to ensure coherent instructional practices that promote higher order thinking across classrooms?
- How have you approached providing access to the curricula to ensure that all student needs are being met?
- What processes do you have in place to support teachers in analyzing student work?
- How do you build teacher and student capacity to engage in rigorous discussions and tasks?

Key Evidence/Notes:

1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products

- a. **WD:** The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are well-aligned to and support the school's instructional goals and long-range action plans, as evident in meaningful student work products
- b. **WD:** The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks
- c. **WD:** Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions, including those for ELLs and SWDs, are strategic, promoting access to college and career readiness⁵ as well as accountable collaborations among faculty so that groups of teachers hold themselves accountable for their students' progress

Examples of Principal Practice

How effectively does the Principal...

- Establish a process for engaging key stakeholders in organizational decisions
- Establish and articulate clear rationales for the investment of resources in school goals, and directly connect those goals to student achievement
- Build structures to maximize time spent on instructional work across the school community
- Establish clear and purposeful protocols for focused and productive teacher team meetings that are consistently aligned to school goals
- Establish clearly defined goals and benchmarks for leadership roles across the school community (APs, teacher leaders, etc.) and assess/track each leader's progress
- Strategically structure supplemental programs(after school, weekends, web-based, etc.) based on student data and needs
- Articulate a strategy and establish a process for hiring and retaining high quality teachers
- Strategically match student and teacher assignments to meet the needs of students and create collective ownership for student progress

Suggested Guiding Questions

- What adjustments have you made to your budget that reflect your instructional goals and student needs? Can you provide a couple of key examples?
- How have you gotten your faculty on the same page about the value and effective use of teacher team meeting time?
- How have you structured team meetings to yield instructional improvements?
- How do you know your decisions are improving instruction and engaging students in challenging academic tasks?
- What factors do you consider when creating staff and student schedules?
- What accountability structures have you created to build collective ownership for student progress?
- What specific interventions are in place to meet the needs of targeted students and close the achievement gap?

Key Evidence/Notes:

1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

- a. **WD:** The school’s approach to culture-building, discipline, and social-emotional support is informed by a theory of action and results in a safe environment and inclusive culture that support progress toward the school’s goals; the school meaningfully involves student voice in decision-making to initiate, guide, and lead school improvement efforts
- b. **WD:** Structures are in place so that each student is known well by at least one adult who helps to personalize attendance supports and coordinate social-emotional learning, child/youth development, and guidance/advisement supports that impact students’ academic and personal behaviors⁶
- c. **WD:** The school community strategically aligns professional development, family outreach, and student learning experiences and supports, resulting in the adoption of effective academic and personal behaviors

Examples of Principal Practice

How effectively does the Principal...

- Model and guide the school community towards a culture of respect and trust
- Lead the implementation of comprehensive strategies that promote a safe climate and the personal and academic growth of students
- Promote meaningful voice of students and adults in school decisions
- Collaborate with key stakeholders to develop a vision of how to best support the social-emotional development of each student within the context of the classrooms and the school-at-large
- Establish a system to actively engage parents, address concerns in a timely fashion, and provide opportunities for parent outreach
- Establish and articulate school-based approaches to the adoption of effective academic and personal behaviors
- Foster professional growth of staff to meet the wide range of social-emotional needs of all students

Suggested Guiding Questions

- How do you build a safe and inclusive school culture? What key strategies have you implemented for discipline and social-emotional support?
- In what ways do you promote student voice? Can you give an example of authentic student involvement in key decision making?
- How have you organized so that student services are well coordinated and align to student needs? Can you give an example of how these services impact student growth?
- What’s your school’s focus on promoting effective academic and personal behaviors for students?
- How have you built staff capacity to meet the social-emotional needs of students in and out of the classroom?
- What does family outreach focused on the needs of students look like?

Key Evidence/Notes:

⁶Academic and personal behaviors encompass a range of indicators that support resilience as well as college enrollment and persistence. These behaviors are disaggregated into five overlapping categories: motivation, engagement, work habits/ organizational skills, communication/ collaboration skills, and self-regulation. **1.4**

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

- a. **WD:** Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students and teachers regarding student achievement
- b. **WD:** The school uses common assessments⁷ to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students, including ELLs and SWDs, demonstrate increased mastery
- c. **WD:** Across the vast majority of classrooms, teachers’ assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students’ learning needs and students are aware of their next learning steps

Examples of Principal Practice

How effectively does the Principal...

- Ensure that the assessments used in the school community are aligned to standards-based curricula and assess key student knowledge and understanding
- Point to examples of how data drives the refinement of curriculum and instruction
- Engage key stakeholders and tap into teacher expertise regarding school-wide assessment planning and practices
- Track and communicate what ongoing assessment data demonstrates in terms of student progress
- Ensure that assessment choices and practices provide meaningful feedback loops for both teachers and students
- Support and evaluate best practices for frequent assessment strategies across classrooms including checks for understanding and student self-assessment
- Strategize to integrate the use of assessments into teacher team work so that teacher time is spent efficiently and effectively

Suggested Guiding Questions

- What is your approach to the use of assessments in your school community? Can you discuss the rationale behind your approach?
- Have you encountered obstacles in building a shared understanding of assessment use and design? How have you strategically addressed those obstacles?
- What are some examples of what assessment data has revealed in terms of student knowledge and skills?
- How do you build teacher capacity in using different types of data to adjust curriculum and instruction?
- How do you ensure that assessments and rubrics are aligned to standards and yield valuable information?
- How do teachers check for understanding? How do they create structures for students to self-assess and reflect on their own progress? What has been the impact of such assessments on teaching and learning?

Key Evidence/Notes:

3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community

- a. **WD:** There is a “theory of action,” which includes a rationale for the short list of clear, focused school-level goals and action plans (long-range, annual, and interim) apparent in the CEP and other planning documents; those goals are tracked for progress and thoughtfully adjusted to leverage changes that explicitly link to accelerated student learning and social-emotional growth
- b. **WD:** Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and close the achievement gap
- c. **WD:** School leaders effectively involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes

Examples of Principal Practice

How effectively does the Principal...

- Collaborate with the school community to develop a coherent and shared vision and a theory of action for school improvement
- Identify and leverage a focused set of data-based goals to drive coherence across initiatives
- Collect and use data to assess organizational effectiveness, and promote adult and student learning towards meeting instructional goals
- Ensure that action plans are strategic with clear rationales and benchmarks
- Monitor and evaluate progress through tracking, and revise plans as necessary towards meeting school goals
- Point to connections between the data, professional development needs, and other action plans to meet school goals
- Engage key stakeholders in shared leadership and active communication towards school improvement planning

Suggested Guiding Questions

- What are your goals this year? How do they connect to your vision for school improvement and drive coherence across initiatives?
- How do you ensure that goal-setting and action planning is collaborative?
- How do comprehensive, data-based needs assessments drive your goal setting and action planning process?
- How do you track for progress and adjust your goals to accelerate student learning?
- How do you use the data analysis results to improve teacher practices and student outcomes across classrooms? Can you give an example of this process using a specific goal and action plan?
- What school-wide structures have you established for communicating progress towards benchmarks and goals?

Key Evidence/Notes:

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

- a. **WD:** School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the teacher practice rubric) to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations
- b. **WD:** School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations
- c. **WD:** Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level

Examples of Principal Practice

How effectively does the Principal...

- Model and communicate clear, consistent, and high expectations to the school community
- Identify and promote school-based strategies that engage students in rigorous instructional tasks
- Embed systems and structures such as articulation that make clear the students' path toward the next level of schooling
- Hold the school community accountable for implementing intervention and support strategies for struggling learners across classrooms
- Facilitate a culture of high expectations through a focused set of academic and personal behaviors promoted across the school
- Ensure that best practices from professional development offerings are implemented into practice
- Establish successful partnerships and feedback venues with families to improve student outcomes

Suggested Guiding Questions

- What do high expectations look like in your school?
- In what ways do you communicate your high expectations about teaching and learning?
- What systems of accountability and support have you established for those expectations?
- What do practices connected to college and career readiness look like across classrooms?
- Can you identify one or two key age appropriate college and career readiness practices you are currently implementing? How do those practices impact student progress?
- How do you ensure that teachers provide ongoing feedback to families regarding student progress?
- What feedback venues are in place among teachers, families and student to provide key information and help prepare students for the next level?

Key Evidence/Notes:

4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection

- a. **WD:** School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback⁸ and next steps from the strategic use of frequent cycles of classroom observation and analysis of student work/data
- b. **WD:** Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching; feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals for teachers
- c. **WD:** School leaders have a strategic, transparent system for managing professional development, make informed decisions, and develop succession plans (assignment, tenure, retention) about teachers, APs, and other staff members; this system is leading to improved quality of student work products

Examples of Principal Practice

How effectively does the Principal...

- Systematize a process to conduct frequent, low-inference observations that are aligned to the Danielson Framework for Teaching and build a shared understanding of effective teaching
- Integrate the analysis of student work and data into feedback cycles
- Ensure that the observation and feedback process is yielding improvements in teaching and learning
- Deliver timely feedback and observation reports with clear next steps that accurately capture the strengths and challenges of teacher practice and its impact on student learning
- Implement a system to track teacher feedback, monitor growth over time, and identify needs
- Demonstrate that professional development decisions are based on the identified needs of individual and groups of teachers
- Establish a clear set of criteria for hiring, assignment, leadership development, and tenure decisions

Suggested Guiding Questions

- What are your beliefs about how adults learn best? How do your beliefs drive your teacher feedback cycles?
- How are you establishing trusting relationships with teachers while holding them accountable in order to provide targeted feedback and improve practice?
- What systems have you put in place for conducting teacher observations? How does student work and data analysis support your feedback?
- How do you promote inter-visitation, peer coaching, and collegial support among teachers?
- How have you worked with your school community to norm understanding of the Danielson Framework and effective feedback connected to it?
- What teaching patterns and trends have you observed and how have you addressed those through goal setting and professional development?
- What leadership opportunities have you created in your building? What are your succession plans for key leadership roles?

Key Evidence/Notes:

4.2 Engage in structured professional collaborations on teams using an inquiry approach⁹ that promotes shared leadership and focuses on improved student learning

- a. **WD:** The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners
- b. **WD:** Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students
- c. **WD:** Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school

Examples of Principal Practice

How effectively does the Principal...

- Build structures for teachers to meet regularly within teacher teams
- Establish, articulate and model a consistent process and protocols for data/work analysis within teacher teams
- Monitor teacher team work to ensure that they lead to instructional and curricular next steps, improve teacher practice, and yield student progress
- Provide targeted professional development and build teacher capacity in data-driven improvement cycles
- Develop teacher leaders within teams who drive key decisions related to the improvement of student achievement and progress towards school goals

Suggested Guiding Questions

- How have you structured your teacher team meetings to ensure that they are effective and productive?
- What do data and student work analysis process look and sound like across teacher teams?
- How do you hold teachers accountable for the implementation of team decisions regarding next steps?
- How do you support teams and build teacher capacity in data-driven inquiry work?
- How does the work of teacher teams strengthen the instructional capacity of your teachers? Can you give an example?
- How does the work of teacher teams improve student outcomes? Can you give an example?
- How have you built distributive leadership to drive teacher team work and ensure teacher voice in key decisions?
- What impact have shared leadership practices yielded thus far?

Key Evidence/Notes:

5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS

- a. **WD:** School leaders and faculty have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS, with a focus on building alignment and coherence between what is taught and how it is taught (evaluation of practices of 1.1, 1.2, 2.2)
- b. **WD:** School leaders and faculty have a process in place to purposefully evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS (evaluation of practices of 1.4, 3.4)
- c. **WD:** School leaders and faculty have a process in place to purposefully evaluate and adjust the use of organizational resources and the quality of teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS (evaluation of practices of 1.3, 4.1, 4.2)

Examples of Principal Practice

How effectively does the Principal...

- Embed a system with indicators of success to evaluate school's instructional core; use findings to communicate examples of strengths, areas of need and clear next steps for adjustments
- Ensure that instruction and tasks are modified based on data analysis to support students in meeting the expectations of the CCLS
- Embed a system with indicators of success to evaluate the school culture and expectations; use findings to communicate examples of strengths, areas of need and clear next steps for adjustments
- Make effective adjustments to increase the quality of school culture and expectations so that all students meet the expectations of the CCLS
- Embed a system with indicators of success to evaluate the systems for improvement; use findings to communicate examples of strengths, areas of need and clear next steps for adjustments.
- Ensure effective adjustments to organizational resource use, teacher team work, and the observation process so that adult learning supports student mastery

Suggested Guiding Questions

- What data do you analyze to regularly evaluate and adjust curricular, instructional, and assessment practices? Can you give an example of a decision made as a result of this process and its impact?
- What process have you established for reviewing lesson plans and student work?
- Can you give an example of recent modification to a unit and speak to how the revisions support student progress towards CCLS?
- What data do you analyze on school environment and culture? How often? Can you give an example of a recent finding and an adjustment you've made?
- What data do you analyze to regularly evaluate and adjust teacher team practices? Can you give an example of a recent decision made as a result of this process and its impact?
- What data do you analyze to regularly evaluate and adjust your teacher evaluation process? Can you give an example of a recent change you've made as a result of this process and its impact?

Key Evidence/Notes:

Appendix B: State-Provided Growth Measures (Advisory Result Only)

Elementary/Middle/K-8 Schools

Growth on grade 4-8 State ELA and math exams

The New York State Education Department (NYSED) provides growth scores for all principals of schools administering grades 4-8 ELA and/or math State assessments. For each student in grade 4-8, a student growth percentile (SGP) is calculated based on his or her ELA *and* math State assessment results. The SGP compares students' growth on State assessments to students with similar achievement results across New York State. Student achievement results include up to three years (prior year and two additional years if available) of State assessments.

A student must have been enrolled in the same school from BEDS day to the State assessment administration window to be included in the calculation for a principal's growth score in a school with grades 4-8. A principal must have a minimum of 16 student scores to receive an overall adjusted mean growth percentile (MGP).

Adjustments are made to SGPs based on student characteristics, including academic history, student disability status, English Language Learner status, and economic disadvantage status. NYSED has not yet released the full list of student characteristic that will be used in the State growth model in 2017-18. Adjusted SGPs are averaged to determine an overall adjusted MGP, which includes all of a principal's students and takes into account student demographics. These MGPs are also reported with an upper and a lower limit that represent a 95% confidence range. The overall adjusted MGP for the principal is used along with confidence ranges to rate the principal's performance in one of four categories: Highly Effective, Effective, Developing, or Ineffective.

For more information about the State growth model, see <http://www.engageny.org/resource/resources-about-state-growth-measures/>.

High School and Transfer High Schools

For high school principals, SED will use two measures to calculate growth scores:

- Growth Percentile on English and Algebra Regents
- Comparative Growth in Regents Exams Passed

SED combines these measures into one growth score and rating on the HEDI scale for each principal.

Growth Percentile on English and Algebra Regents

SED provides growth scores for all principals of buildings with grades 9-12. For each student in grades 9-12, a student growth percentile is calculated based on a student's 8th grade math or ELA assessment and his or her Regents exam in Algebra or English. For ease of reference, this Guide will refer only to the 8th grade assessment, but please note that if students do not have an appropriate 8th grade assessment, the 7th grade assessment will be used.

To be included in a principal's SGP, a student must have been enrolled in the school on BEDS day and the first day of the Regents exam administration window, in addition to sitting for the English and/or Algebra Regents exam during the current school year or the prior August. Students are included in this measure up to eight (8) years after first entering 9th grade. However, students who take the English or Algebra Regents exams prior to high school are not included. Students who transfer into 9th grade from another state or country will also not be included.

The SGP compares the performance of students between 8th grade State assessments and the Algebra and English Regents Exams to the performance of students with similar achievement histories. To do so, adjustments are made to SGPs based on student characteristics, including academic history, student disability status, English Language Learner status, and economic disadvantage status.

Adjusted SGPs are averaged to determine an overall adjusted Mean Growth Percentile (MGP), which includes all of a principal's students and takes into account student demographics.

For each of the two Regents exams, schools must have at least 16 student SGP scores for the MGP to be calculated for that subject. Note that if a student takes the same exam more than once within the same year, the highest score is counted. August exams will be included, but will count toward the previous school year. The August between grades 8 and 9 is always excluded.

Comparative Growth in Regents Exams Passed

This measure examines the number of Regents exams passed annually starting the year a student enters 9th grade, compared to similar students statewide. The measure will include up to eight total Regents exams per student: five Regents exams required for graduation (English, Global, U.S., one math, one Science), plus up to any three additional Regents exams. At least 16 students must be enrolled in the school for the measure to be calculated.

To be included in a principal's Comparative Growth in Regents Exams Passed measure, a student will have to be enrolled in the same school from BEDS day to the first day of the Regents exam administration window. Students are included in this measure up to eight (8) years after first entering 9th grade. Students who drop out of high school are included until they have reached their fourth year after entering ninth grade. Students who dropped out prior to the 2014-15 school year are not included in this measure. Students who transfer into New York State schools in 9th grade from other states or countries are not counted since the baseline assessments are not available.

SED calculates the Comparative Growth in Regents Exams Passed by:

1. Determining how many Regents exams each student in the school passed in the current school year
2. Subtracting from that the number of Regents exams passed by similar students statewide in the same cohort year
3. Summing up the difference for every student in the school
4. Dividing the result by the number of students that are included in the measure

The results are reported not as a growth percentile, but as a number. If a school receives a 0, this indicates that the principal's students are passing an *average* number of Regents exams compared to similar students. See below for a sample calculation for Comparative Growth in Regents Exams Passed:

Student	Number of Regents Passed in Current Year for This Student	Number of Regents Passed This year by Similar Students Statewide	Difference
Jessica	1	1	0
Tyler	2	2	0
Ashley	1	2	-1
Emily	3	2	1
Jacob	3	2	1
Total Difference (Sum of Difference)			1
Average Difference (Total Difference/Number of Students)			$1/5=.2$

This principal's score on is .2, indicating that her students are passing an average of *.2 more Regents exams* than similar students.

Appendix C: Measures of Leadership Practice HEDI Conversion Chart

Principal Practice Score	4.0 Scale	HEDI Rating
25	1.00	Ineffective
26	1.04	
27	1.08	
28	1.12	
29	1.16	
30	1.20	
31	1.24	
32	1.28	
33	1.32	
34	1.36	
35	1.40	
36	1.44	
37	1.48	
38	1.52	
39	1.56	
40	1.60	
41	1.64	
42	1.68	
43	1.72	
44	1.76	Developing
45	1.80	
46	1.84	
47	1.88	
48	1.92	
49	1.96	
50	2.00	
51	2.04	
52	2.08	
53	2.12	
54	2.16	
55	2.20	
56	2.24	
57	2.28	
58	2.32	
59	2.36	
60	2.40	
61	2.44	
62	2.48	

Principal Practice Score	4.0 Scale	HEDI Rating
63	2.52	Effective
64	2.56	
65	2.60	
66	2.64	
67	2.68	
68	2.72	
69	2.76	
70	2.80	
71	2.84	
72	2.88	
73	2.92	
74	2.96	
75	3.00	
76	3.04	
77	3.08	
78	3.12	
79	3.16	
80	3.20	
81	3.24	
82	3.28	
83	3.32	
84	3.36	
85	3.40	
86	3.44	
87	3.48	
88	3.52	Highly Effective
89	3.56	
90	3.60	
91	3.64	
92	3.68	
93	3.72	
94	3.76	
95	3.80	
96	3.84	
97	3.88	
98	3.92	
99	3.96	
100	4.00	

Appendix D: DOE-Calculated Growth Scores HEDI Conversion Chart

Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.4		1
0.5 to 0.6		2
0.7 to 0.8		3
0.9 to 1.1		4
1.2 to 1.3		5
1.4 to 1.5		6
1.6 to 1.7		7
1.8 to 2.0		8
2.1 to 2.2		9
2.3 to 2.4		10
2.5 to 2.7		11
2.8 to 2.9		12
3.0 to 6.4	Developing	13
6.5 to 9.9		14
10.0 to 27.6	Effective	15
27.7 to 45.2		16
45.3 to 62.9		17
63.0 to 75.2	Highly Effective	18
75.3 to 87.6		19
87.7 to 100.0		20