



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

Commissioner of Education  
President of the University of the State of New York  
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January 16, 2013

Dr. John R. Williams, Superintendent  
Amityville Union Free School District  
150 Park Avenue  
Amityville, NY 11701

Dear Superintendent Williams:

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

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

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: 2012-13

Created Wednesday, May 09, 2012

Updated Friday, January 11, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 580106030000

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

580106030000

#### 1.2) School District Name: AMITYVILLE UFSD

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

AMITYVILLE UFSD

#### 1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, May 09, 2012

Updated Monday, January 14, 2013

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### 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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The Student Learning Objectives (SLO) for grades K-3 utilize State-approved third party assessments. For K-2,
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	both the baseline assessment and the summative assessment is the Measures of Academic Progress (MAP) Primary Grades. For third grade, Right Reason Student Assessments will be used as a pretest to set the baseline. Targets are agreed upon by the teachers and the principal. All classrooms for those grade levels will use the same assessments and each teacher's score will be based on the growth of the students on her entire roster from the baseline test to the final assessment. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by the principal. It is mathematically possible to earn every point from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth goal on the summative assessment earning the teacher 18, 19, or 20 points. Scale 2.11 is attached.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. Scale 2.11 is attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. Scale 2.11 is attached.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2 points. Scale 2.11 is attached.

### 2.3) Grades K-3 Math

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Student Learning Objectives (SLO) for grades K-3 utilize State-approved third party assessments. For K-2, both the baseline assessment and the summative assessment is the Measures of Academic Progress (MAP) Primary Grades. For third grade, Right Reason Student Assessments will be used as a pretest to set the baseline. Targets are agreed upon by the teachers and the principal. All classrooms for those grade levels will use the same assessments and each teacher's score will be based on the growth of the students on her entire roster from the baseline test to the final assessment. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by the principal. It is mathematically possible to earn every point from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth targets on the summative assessment earning the teacher 18, 19, or 20 points. Scale 2.11 is attached
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. Scale 2.11 is attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. Scale 2.11 is attached.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2 points. Scale 2.11 is attached.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common branch in this district.
7	District, regional or BOCES-developed assessment	Amityville UFSD-developed 7th grade pre and post science 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 student performance.

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

Grade 6 is a common branch grade in Amityville so there are no SLO's required. The Student Learning Objectives (SLO) for science for grade 7 will utilize an Amityville UFSD-developed pre test. Growth will be measured by comparing the baseline scores on this test and performance on the Amityville UFSD-developed summative assessment which is also the final exam. Growth targets will be agreed upon by the teachers and the science director. For 8th grade science, the baseline will be derived from an Amityville UFSD -developed pre test and growth will be measured by comparing the initial score with results on the 8th grade state science assessment. The same assessments will be used across all classrooms in the same grade level for every student on each teacher's roster. Growth targets will be set based on the performance of the students assigned to the teacher on the baseline exam and compared to the results on the summative exam to determine growth. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by the science director. It is mathematically possible to earn every point from 0 to 20. The district-developed exams are rigorous and comparable.

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

A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher 18, 19, or 20 points. Scale 2.11 is attached.

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

A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. Scale 2.11 is attached.

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

A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. Scale 2.11 is attached.

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

A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2 points. Scale 2.11 is attached.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	6th grade is common branch in Amityville
7	District, regional or BOCES-developed assessment	Amityville UFSD-developed 7th grade social studies pre and post assessment
8	District, regional or BOCES-developed assessment	Amityville UFSD-developed 8th grade social studies pre and post 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Grade 6 is a common branch grade in Amityville so no SLO is required. The Student Learning Objectives (SLO) for social studies for grades 7 and 8 will utilize an Amityville UFSD-developed pre test. Growth will be measured by comparing the baseline scores on this test and performance on the Amityville UFSD-developed summative assessment which is also the final exam. Growth targets will be agreed upon between the teachers and the social studies director. The same assessments which are rigorous and comparable will be used across all classrooms in the same grade level for every student on each teacher's roster. Growth targets will be set based on the performance of the students assigned to the teacher on the baseline exam and compared to the results on the summative exam to determine growth. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by the social studies director. It is mathematically possible to earn every point from 0 to 20.80% of students will achieve their target goals on the summative assessment.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher 18, 19, or 20 points. See scale 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. See scale 2.11.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. See scale 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2 points. See scale 2.11.</p>

## 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
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Global 1	District, regional, or BOCES-developed assessment	Amityville UFSD- developed Global I pre and post assessment for 9th grade.
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Student Learning Objectives (SLO) for Global I will utilize an Amityville UFSD-developed pre test. Growth will be measured by comparing the baseline scores on this test and performance on the Amityville UFSD-developed summative assessment which is also the final exam. For Global II and American History, the baseline will be developed by Amityville UFSD and will cover all of the standards for the course. The same assessments which are rigorous and comparable will be used across all classrooms that teach this course for every student on each teacher's roster. Growth targets will be set based on the performance of the students assigned to the teacher on the baseline exam and compared to the results on the summative exam (either the Global I district-developed exam or the appropriate Regents exam) to determine growth. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Growth targets will be agreed upon between the teachers and the social studies director. Each SLO will be compared to the state-provided rubric and approved by the social studies director. It is mathematically possible to earn every point from 0 to 20.80% of students will achieve their target goals on the summative assessment.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher 18, 19, or 20 points. See scale 2.11 attached.
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Effective (9 - 17 points) Results meet District goals for similar students.	A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. See scale 2.11 attached.
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Developing (3 - 8 points) Results are below District goals for similar students.	A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. Scale 2.11 is attached.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2
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## 2.7) High School Science Regents Courses

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

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

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

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

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

The Student Learning Objectives (SLO) for high school science courses listed in this section 2.7 that end in a Regents exam will utilize an Amityville UFSD-developed pre test. Growth will be measured by comparing the baseline scores on this test and performance on the Regents exam which is attached to the course. Each of the pre-tests will cover all of the standards for the course. The same assessments which are rigorous and comparable will be used across all classrooms that teach this course for every student on each teacher's roster. Growth targets will be set based on the performance of the students assigned to the teacher on the baseline exam and compared to the results on the appropriate Regents exam, namely, Living Environment, Earth Science, Chemistry or Physics, to determine growth. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by the science director. Growth targets will be agreed upon between the teachers and the science director. It is mathematically possible to earn every point from 0 to 20.

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

A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher 18, 19, or 20 points. Scale 2.11 is attached.

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

A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. The scale 2.11 is attached.

Developing (3 - 8 points) Results are below District goals for similar students.	A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. See scale 2.11 attached.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2 points. See scale 2.11 attached.

## 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Student Learning Objectives (SLO) for high school math courses listed in this section 2.8 that end in a Regents exam will utilize an Amityville UFSD-developed pre test. Growth will be measured by comparing the baseline scores on this test and performance on the Regents exam which is attached to the course. Each of the pre-tests will cover all of the standards for the course. The same assessments which are rigorous and comparable will be used across all classrooms that teach this course for every student on each teacher's roster. Growth targets will be set based on the performance of the students assigned to the teacher on the baseline exam and compared to the results on the appropriate Regents exam, namely, Algebra I, Geometry, or Algebra II, to determine growth. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by the math director. Growth targets will be agreed upon between the teachers and the math director. It is mathematically possible to earn every point from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher 18, 19,

or 20 points. The scale 2.11 is attached.

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

A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. The scale 2.11 is attached.

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

A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. Scale 2.11 is attached.

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

A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2 points. Scale 2.11 is attached.

## 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	District, regional or BOCES-developed assessment	Amityville UFSD-developed 9th grade ELA pre and post assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Amityville UFSD-developed 10th grade ELA pre and post assessment
Grade 11 ELA	Regents assessment	Amityville UFSD-developed 11th grade pre assessment and Regents Assessment as post

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

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

The Student Learning Objectives (SLO) for ELA 9 and ELA 10 will utilize Amityville UFSD-developed pre tests. Growth will be measured by comparing the baseline scores on these tests with performance on the Amityville UFSD-developed summative assessments which are also the final exam. For Grade 11 ELA which ends in a Regents exam, the baseline will be developed by Amityville UFSD and will cover all of the standards for the course. The same assessments which are rigorous and comparable will be used across all classrooms that teach this course for every student on each teacher's roster. Growth targets will be set based on the performance of the students assigned to each teacher on the baseline exam and compared to the results on the summative exam (either the Amityville UFSD Grade 9 or Grade 10 ELA exam or the Grade 11 Regents exam) to determine growth. The percentage of students meeting their individual growth targets will be converted to a scale score

of 0 to 20 points. For example, 80% of students achieving their individual growth goal would put the teacher at the mid-range of Effective with 13 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by the English Language Arts director. Growth targets will be agreed upon between the teachers and the English director. It is mathematically possible to earn every point from 0 to 20.

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

A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher 18, 19, or 20 points. The scale 2.11 is attached.

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

A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 9 to 17 points. The scale 2.11 is attached.

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

A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 3 to 8 points. The scale 2.11 is attached.

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

A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth goals on the summative assessment earning the teacher from 0 to 2 points. The scale 2.11 is attached.

## 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
Art-Grades K through 8	District, Regional or BOCES-developed	Amityville UFSD-developed grade level pre and post art assessments for grades K through 8
Art-High School elective courses	District, Regional or BOCES-developed	Amityville UFSD-developed course specific art pre and post assessments
Music-Elementary grades	District, Regional or BOCES-developed	Amityville UFSD-developed grade level music pre and post assessments
Band, chorus, and music electives	District, Regional or BOCES-developed	Amityville UFSD-developed course specific music pre and post assessments
Physical Education and Health secondary	District, Regional or BOCES-developed	Amityville UFSD-developed grade specific physical education and health assessments for grades 7 through 12
Physical Education (elementary)	School/BOCES-wide/group/team results based on State	Group goal based on growth on the NYS ELA state assessment for grades 4-6 See 2.11 for this group
Reading (High School)	State-approved 3rd party assessment	Scholastic Reading Inventory
12th grade English	District, Regional or BOCES-developed	Amityville UFSD-developed pre and post assessments for 12th grade ELA
Science electives	District, Regional or BOCES-developed	Amityville UFSD-developed course specific pre and post assessments

World Language, Level 1	District, Regional or BOCES-developed	Amityville UFSD-developed course specific pre and post assessments
World Language Level II	District, Regional or BOCES-developed	Amityville UFSD-developed grade specific pre and post assessments
Math electives	District, Regional or BOCES-developed	Amityville UFSD-developed course specific pre and post assessments
ESL and bilingual (Primary grades)	State Assessment	NYSESLAT
ESL-transitional class for ELA exempt students	State Assessment	NYSESLAT
ESL pull-out (4th through 8th)	State Assessment	NYSESLAT
ESL pull out (9-12)	State Assessment	NYSESLAT
World Languages electives and advanced	District, Regional or BOCES-developed	Amityville UFSD-developed course specific pre and post assessment.
Librarians, technology, reading (where there is not a state score), AIS	School/BOCES-wide/group/team results based on State	Group goal based on NYS ELA state assessment for grades 4-6. See 2.11
Self-contained teachers of life-skills students	State Assessment	Goals will be based on progress on the grade specific NYSAA from a prior administration.

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

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 Student Learning Objectives (SLO) for Task 2.10, All Other Courses, will utilize Amityville UFSD-developed pre tests. Growth will be measured by comparing the baseline scores on these tests with performance on the listed final assessments. The same assessments which are rigorous and comparable will be used across all classrooms in the same grade level and/or course for every student on each teacher's roster. Growth targets will be set based on the performance of the students assigned to the teacher on the baseline exam and compared to the results on the summative exam to determine growth. The percentage of students meeting their individual growth targets will be converted to a scale score of 0 to 20 points. The full scale is shown in attachment 2.11. Each SLO will be compared to the state-provided rubric and approved by a district administrator. Growth targets will be set between the teachers and either the content area director (if there is one) or the principal. It is mathematically possible to earn every point from 0 to 20 as outlines in Scale 2.11. In the case of those teachers with a group goal based on a state assessment, the teacher score will be based on growth of a whole building or grade level according to the teacher's assignment. See 2.11

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

A teacher is Highly Effective when 89% to 100% of the teacher's students achieved their individual growth or group growth goals on the summative assessment earning the teacher 18, 19, or 20 points as shown on scale 2.11.

Effective (9 - 17 points) Results meet District goals for similar students.	A teacher is Effective when 72% to 88% of the teacher's students achieved their individual growth or group growth goals on the summative assessment earning the teacher from 9 to 17 points as shown on scale 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher is Developing when 60% to 71% of the teacher's students achieved their individual growth or group growth goals on the summative assessment earning the teacher from 3 to 8 points as shown on scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher is Ineffective when 0 to 59% of the teacher's students achieved their individual growth or group growth goals on the summative assessment earning the teacher from 0 to 2 points as shown on scale 2.11

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/127769-TXEttx9bQW/HEDI Scoring 2 groups\_1.pdf*

## 2.12) Locally Developed Controls

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

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

*No locally-developed controls will be used.*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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 Wednesday, May 30, 2012

Updated Tuesday, January 15, 2013

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Right Reason Student Assessment
5	6(ii) School wide measure computed locally	Right Reason Student Assessment
6	6(ii) School wide measure computed locally	Right Reason Student Assessment
7	6(ii) School wide measure computed locally	Right Reason Student Assessment
8	6(ii) School wide measure computed locally	Right Reason Student Assessment

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.	See 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Right Reason Student Assessment
5	6(ii) School wide measure computed locally	Right Reason Student Assessment
6	6(ii) School wide measure computed locally	Right Reason Student Assessment
7	6(ii) School wide measure computed locally	Right Reason Student Assessment
8	6(ii) School wide measure computed locally	Right Reason Student Assessment

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.	See 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.3

### 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.

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (ELA)

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

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

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

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (Math)

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

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

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

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Sixth grade is common branch. Teachers receive their local score from the math benchmark.
7	6(ii) School wide measure computed locally	Amityville UFSD-developed science assessment for 7th grade
8	6(ii) School wide measure computed locally	8th grade state science assessment or the Living Environment Regents examination

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.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	6th grade is common branch. Teachers local assessment will be the ELA benchmark
7	6(ii) School wide measure computed locally	7th grade Amityville UFSD-developed social studies assessment.
8	6(ii) School wide measure computed locally	8th grade Amityville UFSD-developed social studies assessment.

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

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

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

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Amityville UFSD-developed Global 1 assessment for 9th grade
Global 2	6(ii) School wide measure computed locally	Amityville UFSD-developed Global II assessment
American History	6(ii) School wide measure computed locally	Amityville UFSD-developed American History assessment

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

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

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

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Amityville UFSD-developed Living Environment assessment.
Earth Science	6(ii) School wide measure computed locally	Amityville UFSD-developed earth science assessment.

Chemistry	6(ii) School wide measure computed locally	Amityville UFSD-developed chemistry assessment
Physics	6(ii) School wide measure computed locally	Amityville UFSD-developed physics assessment

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

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

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

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Amityville UFSD-developed algebra assessment
Geometry	6(ii) School wide measure computed locally	Amityville UFSD-developed geometry assessment
Algebra 2	6(ii) School wide measure computed locally	Amityville UFSD-developed algebra 2 assessment

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

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or*

assurances listed to the left of each box.

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.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Amityville UFSD-developed 9th grade ELA assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Amityville UFSD-developed 10th grade ELA assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Amityville UFSD-developed 11th grade ELA assessment

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.

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.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

### 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
Art - all grades	6(ii) School wide measure computed locally	Amityville UFSD-developed assessments for art at each grade level
Music - all grades	6(ii) School wide measure computed locally	Amityville UFSD-developed assessments for music at each grade and course level
Physical education - grades 4-8	6(ii) School wide measure computed locally	Right Reason Student Assessments
Physical education - grade 3	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
Physical education and health - grades 9-12	6(ii) School wide measure computed locally	Amityville UFSD-developed English assessment for students who will take the English Regents exam in 2012-13
Physical education - grades K-2	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)
Science electives	6(ii) School wide measure computed locally	Amityville UFSD-developed assessments appropriate to science elective course and grade level
12th grade English	6(ii) School wide measure computed locally	Amityville UFSD-developed assessments specific to 12th grade English courses.
Reading (High School)	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Math electives	6(ii) School wide measure computed locally	Amityville UFSD-developed assessments for math by course and grade level
World language electives and advanced	6(ii) School wide measure computed locally	Amityville UFSD-developed assessments for world languages appropriate to course and level
World Language, Levels 1 and II	6(ii) School wide measure computed locally	Amityville UFSD-developed assessments for world languages specific to language and level
ESL - high school	6(ii) School wide measure computed locally	Amityville UFSD-developed ESL assessments grade/level appropriate
ESL and bilingual - primary grades	6(ii) School wide measure computed locally	Measures of Academic Progress (Primary Grades)
ESL - grade 3	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
ESL -grades 4 to 8	6(ii) School wide measure computed locally	Right Reason Student Assessments
librarians, technology, AIS, resource room	6(ii) School wide measure computed locally	Group goal based on progress on grade-appropriate English/ELA assessment
Self-contained teachers of life skills students	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	See 3.13 attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/136339-y92vNseFa4/3.13 LOCAL TEACHERS FINAL.doc*

### 3.14) Locally Developed Controls

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

*none*

### 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.

*If more than one measure is used to develop a score for the teacher, each measure would have to be weighted to result in a final teacher score ranging from 0 to 15 or 0-20 points. When each measure encompasses an equal number of students (e.g., the 4th grade teacher of math and ELA), both scores would be averaged to provide a single score. If the student numbers were unequal, students connected to each measure would be totaled and the total divided by the number of students connected to each individual measure. (Example: 20 students for Measure A will be added to 30 students from Measure B for a total of 50 students. The proportion of*

students covered by each measure would be computed as 40% weight for Measure A and 60% weight for Measure B. Therefore, 40% of the HEDI score earned for Measure A would be Added to 60% of the HEDI score earned for Measure B.

### 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, May 22, 2012

Updated Tuesday, January 15, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The District and the bargaining unit have agreed to use the Danielson 2007 rubric and will weight the four domains as shown in attachment 4.5 below. For each domain, evidence will be collected based on the components of that domain and each component will be scored holistically. Within each domain, scores from component will be averaged together to get a domain score. Domain scores will be added together to get a teacher's 0-60 HEDI score. We understand the composite score will be reported in whole numbers. Normal rounding of decimals will be used if needed. Evaluations will be based on at least two observations one of which will be unannounced, as well as conferences with the teacher for both input and feedback.*

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/5091/132005-eka9yMJ855/4.5 Description of 60 points FINAL.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.	SEE 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	SEE 4.5
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	SEE 4.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	SEE 4.5

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	43-54
Developing	31-42
Ineffective	0-30

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, May 30, 2012

Updated Friday, January 11, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	55-60
Effective	43-54
Developing	31-42
Ineffective	0-30

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Friday, January 11, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/132280-Df0w3Xx5v6/TIP.pdf>

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### **APPEALS PROCESS - TEACHERS**

*The parties have collectively negotiated this full and complete APPR plan in accordance with Article 14 of Civil Service Law as promulgated by New York State Education Law 3012-c for teachers covered by such law as set forth in section 80-1.1 of the Regulations of the Commissioner of Education.*

**APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY**

*Appeals of annual professional performance reviews should be limited to those that rate a teacher as Ineffective or Developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.*

#### **WHAT MAY BE CHALLENGED IN AN APPEAL**

*Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:*

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (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 implementation of the terms of the teacher or principal 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 or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### **BURDEN OF PROOF**

*In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

#### **TIMEFRAME FOR FILING APPEAL**

*All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher formally receives and signs for his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

*When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

#### **TIMEFRAME FOR DISTRICT RESPONSE**

*Within 15 calendar days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district'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 school district, and any and all additional information submitted with the response, at the same time the school district files its response.*

#### **DECISION-MAKER ON APPEAL**

*The initial appeal shall be heard by a panel composed of four individuals. Two panel members will represent the teachers and two members will represent the district. Such panel will be convened at no cost to the district and shall render their decision within the timeframe stipulated above, that is, 15 days. If the panel's decision is not unanimous, the case will go to the Superintendent. In such case, the parties will agree to extend the timeframe by fifteen (15) calendar days to allow the Superintendent sufficient time to render a decision based on the merits of the case. Such decision shall be rendered by the superintendent of schools or the superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal.*

#### **DECISION**

*A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. 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 school district'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 reviewer 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. If a new evaluation is ordered, such evaluation shall be conducted in an expeditious and timely manner in accordance with the law. 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.*

#### **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 related to a teacher's performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an Annual Professional Performance Review and/or improvement plan except as otherwise authorized by law. The results of the appeal process are final and are not subject to the grievance procedure of the collective bargaining agreement, except to enforce violations of the procedural aspects of the APPR process as set forth herein. The decision of the committee, including that of the Superintendent, is not reviewable in any other forum except in the event the appellant is ultimately subject to a §3020-a hearing, as deemed relevant by that hearing officer."*

*The §3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an Annual Professional Performance Review and/or improvement plan except as otherwise authorized by law. The results of the appeal process are final and are not subject to the*

*grievance procedure of the collective bargaining agreement, except to enforce violations of the procedural aspects of the APPR process as set forth herein. The decision of the committee, including that of the Superintendent, is not reviewable in any other forum except in the event the appellant is ultimately subject to a §3020-a hearing, as deemed relevant by that hearing officer.*

#### **SEVERABILITY**

*In the event any provision of this agreement is deemed to be in violation of law or regulation having the force and effect of law, such provision shall be suspended and the parties shall immediately negotiate a modification of the provision in alignment with the direction of the court or agency. The remainder of the agreement shall continue in full force and effect.*

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

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

*Evaluations are collaboratively developed by principals, assistant principals and department directors. Prior to the implementation of this law, all administrators had received prior training on using the 2007 Danielson Framework for Teaching. Subsequent to the introduction of 3012-c, the district began intensive training on evidence-based observation utilizing that model based on the nine requirements set forth in the law and listed below, as well as inter-rater reliability..*

*August 19-20, 2009 - Two-day training on using the Framework for Teaching incorporated with the GOOD TO GREAT (J. Collins) book and philosophy - all administrators. (Presenters: Dr. Gulbin, Dr. JD Lewis).*

*Dr. Gulbin has attended the Network Team Institutes in Albany including August, February, March, April and May. She, in turn, turnkeyed that training for all administrators who observe.*

*June 7, 2011 - APPR and the changing role of teacher observation - elementary principals and district directors (Presenter: Dr. Gulbin)*

*June 14, 2011 - APPR Planning to introduce newly adopted rules for evaluation of teacher and principal effectiveness - secondary principals and directors. (Presenter: Dr. Gulbin) 2 hours*

*July 13, 2011 - APPR and rubric training for teachers (Presenters: Dr. Gulbin; J. Klomp) 1/2 day*

*September 20, 2011 - The Framework for Teaching and rubric training for non-tenured principals - 1.5 hours (Presenter: Dr. Gulbin)*

*September 27 - Framework training for Directors- 1 hour (Presenter: Dr. Gulbin)*

*October 6, 2011 - Framework followup - all administrators - 2 hours (Presenter: Dr. Gulbin)*

*October 27, 2011 - Unpacking the APPR Standards: Why, What, How with the Framework for Teaching. All administrators. 1/2 day (Candi McKay from The Danielson Group)*

*November 7, 2011 - The Principal as Staff Developer: Amityville Summative Rating System. Domains and Examples. (Presenter: Dr. Gulbin) 2 hours*

*November 21, 2011 - Framework Training and APPR discussions with teachers and the Curriculum Council (Presenters: Dr. Gulbin; Mr. Klomp) 2 hours*

*December 15, 2011 - Framework Training for Teachers; NYS Teaching Standards - full day (The Danielson Group)*

*December 16, 2011 - Understanding a Framework for Teaching and Supporting Professional Learning. All administrators - 1/2 day (The Danielson Group)*

*January 19, 2012 - APPR Lesson Planning. Components of Professional Practice. 2 hours*

*January 27, 2012 - Amityville summative rating system; defining domains; overall HEDI rating calculations; benchmarks; rubrics, introduction to SLOs - teachers (Presenters: Dr. Gulbin; Mr. Klomp)*

February 27, 2012 - Evidence-based evaluation. Review evidence; evidence for formative and summative evaluation; compare with observations from earlier in the year; video lesson; introduce SLO process (Presenters: Dr. Gulbin, Dr. Kelly) All administrators 1/2 day

March 20, 2012 - Hands-on training in evidence collection and inter-rater reliability. Triads observe entire lessons and prepare a joint observation, present agreed-upon evidence to entire group for agreement. Discuss 9 required elements, and NYS Teaching Standards. 1/2 day. All administrators (Presenters: Dr. Gulbin; Dr. Kelly)

March 21, 2011 - Collecting evidence in a walk-through format. Triads visit four classrooms each and collect evidence. Agree on evidence and present to whole group. Apply evidence to the rubric. (Presenters: Dr. Gulbin; Dr. Kelly)

April 30, 2012 - Continuation of evidence-based observation, inter-rater reliability, and application of the rubric. 2 hours (Presenter: Dr. Gulbin)

May 22, 2012 - Introduce teachers to engageny.org; teacher evaluation roadmap; APPR template.

June 27, 2012 - Full day training for all administrators. Evidence-based observation; applying rubric; observing for the six shifts and SLOs; inter-rater reliability; observing all NYS Teaching Standards; introduction of new observation and evaluation forms to use with Gallegos video for inter-rater reliability. All administrators. Full day (Presenter: Dr. Gulbin)

Trainings for administrators who observe will resume on August 21 with a focus on Competency 9 - specific considerations in evaluating teachers and principals of English language learners and students with disabilities (Dr. JD Lewis) 1/2 day

Quarterly trainings to continue the process and ensure inter-rater reliability.

Administrators who observe were asked to develop a portfolio that outlined prior training and experience in observing teachers. All observers will be initially certified by the Superintendent after the August 21st training. Annual re-certification will follow as will continuous training.

New administrators will receive initial and ongoing training to make sure their skills are sufficient. They will participate in all inter-rater reliability experiences as well beginning in early March.

## 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

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• Checked

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## 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	Checked
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teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. Checked

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

Created Wednesday, May 09, 2012

Updated Tuesday, January 15, 2013

## Page 1

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

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

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

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):

Grades 4-6
Grades 7-9
Grades- 10-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Kindergarten	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
Grades 1-3	State assessment	Grade 3 ELA and Math state assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Student growth goals are set using growth specifications from the test provider and approved by the principals' supervisor based on student performance on rigorous, comparable assessments in ELA and Math. In the case of the Northwest School (Grades 1-3), the principal's SLO growth goals will be based on the 3rd grade state assessments in ELA and math and approved by her supervisor. Grade 3 students make up more than 30% of that school's population so the principal's SLOs must be based on the state assessment. The percentage of all students who meet or exceed their combined targeted growth goals will be converted to a scale score of 0 to 20. The scale is shown in 7.3. Principals can achieve all scale points from 0 to 20. The percentage of students who actually meet or exceed their individual growth goals would be compared to the HEDI scale (7.3) designed by the district and described below. The math scores of students who participate in the math assessment will be added to the ELA scores of students who participate in that test. A single percentage of those scores that achieve or exceed the targeted individual growth goal will determine the HEDI rating.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no	To be rated Highly Effective, 89 to 100% of the students described in the principal's SLO would achieve or exceed

state test).	the targeted individual growth goal stated in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	To be rated Effective, 72 to 88% of the students described in the principal's SLO would achieve or exceed the targeted individual growth goal stated in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	To be rated Developing, 60 to 71% of the students described in the principal's SLO would achieve or exceed the targeted individual growth goal stated in the SLO.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	To be rated Ineffective, 0 to 59% of the students described in the principal's school would achieve or exceed the targeted individual growth goal state in the SLO.

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

*assets/survey-uploads/5365/127686-lha0DogRNw/HEDI Scoring.doc*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Wednesday, May 09, 2012

Updated Tuesday, January 15, 2013

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-6	(d) measures used by district for teacher evaluation	Right Reason Student Assessment (ELA)
7-9	(d) measures used by district for teacher evaluation	Right Reason Student Assessment (ELA)
10-12	(d) measures used by district for teacher evaluation	English Regents exam

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.

FOR SPECIFICS REGARDING POINT DISTRIBUTION, SEE 8.1 ATTACHED.

It has been agreed that principals of schools whose teachers utilize a state approved third party assessment or an Amityville UFSD-developed measure that is rigorous and comparable to measure growth in achievement of classes, grade levels, or entire schools will use the same measure for their own local achievement measure. Achievement growth of 6% from the first benchmark to the last will be determined to be outstanding. The goals were set with the principals' supervisor based on student cumulative scores on the baseline assessment and compared to the cumulative student scores on the summative assessment as a single percentage. It is possible for principals to earn every point between 0 and 15.

	See 8.1 attachment
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A highly effective principal is an instructional leader whose students show above average improvement in performance on the stated measure. These principals will earn between 14 and 15 points. See 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An effective principal is an instructional leader whose students show average improvement in performance on the stated measure. These principals will earn between 8 and 13 points. See 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Developing principal is an instructional leader whose students show below average improvement in performance on the stated measure. These principals will earn between 3 and 7 points. See 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An ineffective principal's students show no improvement or negative growth on the stated measure. These principals will earn between 0 and 2 points. See 8.1

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

*(No response)*

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

*assets/survey-uploads/5366/127752-qBFVOWF7fC/8.1 PRINCIPALS LOCAL 15 point scale \_2.doc*

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)
1-3	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>SEE 8.2 FOR DETAIL OF POINT ALLOCATION. It has been agreed between the district and the union that principals of schools whose teachers utilize a state approved third party assessment to measure growth in achievement of classes, grade levels, or entire schools will use the same measure for their own local assessment An</p>
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achievement growth of 6% across all student groups from the first benchmark to the last will earn 20 points. It is possible for each principal to earn every point between 0 and 20.

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

A highly effective principal is an instructional leader whose students show above average improvement in performance on the stated measure. These principals will earn between 18 and 20 points. See 8.2

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

An effective principal is an instructional leader whose students show average improvement in performance on the stated measure. These principals will earn between 9 and 17 points under the current system.

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

A Developing principal is an instructional leader whose students show below average improvement in performance on the stated measure. These principals will earn between 3 and 8 points under the current system.

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

An ineffective principal's students show no improvement or negative growth on the stated measure. These principals will earn between 0 and 2 points under the current system.

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.

*assets/survey-uploads/5366/127752-T8MIGWUVm1/8.2 PRINCIPALS LOCAL 20 POINTS\_1.doc*

### 8.3) Locally Developed Controls

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

*No local controls will be considered.*

### 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.

*None of the principals have more than one locally-selected measure.*

### 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 Wednesday, May 09, 2012

Updated Tuesday, January 15, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 posted, this form will be updated with dropdown menus 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)

## 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.

*See 9.7 attached*

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

*assets/survey-uploads/5143/127764-pMADJ4gk6R/9.7 Principals Other Measures Rubric.doc*

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

Highly Effective: Overall performance and results exceed standards.	See 9.7 attached
Effective: Overall performance and results meet standards.	See 9.7 attached
Developing: Overall performance and results need improvement in order to meet standards.	See 9.7 attached
Ineffective: Overall performance and results do not meet standards.	.See 9.7 attached

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

### **Tenured Principals**

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

# 10. Composite Scoring (Principals)

Created Wednesday, May 09, 2012

Updated Friday, January 11, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, May 09, 2012

Updated Tuesday, January 15, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/127768-Df0w3Xx5v6/AAA-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:

#### *APPEALS PROCESS - PRINCIPALS*

*The parties have collectively negotiated this full and complete APPR plan in accordance with Article 14 of Civil Service Law as promulgated by New York State Education Law 3012-c for principals covered by such law as set forth in section 80-1.1 of the Regulations of the Commissioner of Education.*

#### *APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY*

*Appeals of annual professional performance reviews should be limited to those that rate a principal as Ineffective or Developing only.*

*Additional procedures may be appropriate where compensation decisions are linked to rating categories.*

#### **WHAT MAY BE CHALLENGED IN AN APPEAL**

*Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:*

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

#### **PROHIBITION AGAINST MORE THAN ONE APPEAL**

*A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### **BURDEN OF PROOF**

*In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

#### **TIMEFRAME FOR FILING APPEAL**

*All appeals must be submitted in writing no later than 10 school days of the date when the principal formally receives and signs for his or her annual professional performance review. If a principal is challenging the issuance of an improvement plan, appeals must be filed with 15 school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

*When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

#### **DECISION-MAKER ON APPEAL**

*For the appealable annual rating and/or improvement plan, the decision shall be rendered by the Superintendent of Schools. In the event that a Principal receives an "ineffective" or "developing" rating in two consecutive school years and elects to appeal that rating, a panel of three members shall be convened to consider that appeal within fifteen (15) calendar days from the submission of that appeal. One member shall be chosen by the AAA, one member shall be chosen by the District, and the third shall be a mutually agreed upon party. Should there be any cost associated with the third panel member's participation in the appeal, the AAA and the District shall share such costs equally.*

#### **DECISION**

*A written decision on the merits of the appeal shall be rendered by the Superintendent no later than 10 school days from the date upon which the principal filed his or her appeal. In the event the decision maker will be a panel, the decision shall be rendered within ten (10) school days of convening. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final. If a new evaluation is ordered as the result of the appeal, it will be completed in a timely and expeditious manner. The decision of the panel on the rating 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 principal's appeal. If the appeal is sustained, the reviewer 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 principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.*

#### **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 related to a principal's performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.*

*The results of the appeal process are final and are not subject to the grievance procedure of the CBA, except as to enforce violations of the procedural aspects of the APPR process as set forth herein. The decision is not reviewable in any other forum, except in the event the appellants is ultimately subject to a Section 3020-a hearing, as deemed relevant by that hearing officer.*

#### **SEVERABILITY**

*In the event any provision of this agreement is deemed to be in violation of law or regulation having the force and effect of law, such provision shall be suspended and the parties shall immediately negotiate a modification of the provision in alignment with the direction of the court or agency. The remainder of the agreement shall continue in full force and effect.*

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

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

*The District leader appointed by the Superintendent as lead evaluator for the current year is the Assistant Superintendent for Curriculum and Instruction. This individual participated in network team training institutes on teacher and principal evaluation in Albany covering all nine elements for Lead Evaluator Certification:*

1. NYS Teaching Standards and the ISLLC 2008 Leadership Standards;
  2. Evidence-based observation techniques;
  3. Application and use of the student growth and value-added growth model;
  4. Application and use of State-approved teacher/principal rubrics;
  5. Application and use of any assessment tools you intend to use (e.g. portfolios, surveys, goals);
  6. Application and use of any State-approved locally developed measures of student achievement you intend to use;
  7. Use of the Statewide Instructional Reporting system;
  8. The scoring methodology used by the department and/or our district;
  9. Specific considerations in evaluating teachers and principals of English Language Learners and students with special needs.
- Other: Inter-rater reliability for both teacher and principal evaluation systems.  
Some of the topics of these full-day trainings included:*

*February 8, 9,10, 2012 - Highly Effective Principals; NYSED Principal Evaluation Learning System; Performance Management Systems; ISLLC Standards; Effective Leadership for the Common Core.*

*March 12, 13, 14, 2012 - Collecting and Analyzing Evidence on ISLLC Standard #1; Supporting School Based Implementation; Understanding Rubric Priorities.*

*April 16, 17, 18, 2012 - SLOs for Principal Evaluations*

*May 15, 16, 17, 2012 - Analyze the Principal's Roles in the SLO process; Integrate SLO processes within existing school responsibilities and structures; Advance principal evaluators' insight in coaching principals to increase effectiveness; Review elements of effective SLOs for principals  
Introduction to the rubric and rubric application with SLOs; SLO process flow; Common Core and the Principalship; Facilitating preparation, development, implementation and analysis of SLOs; Critiquing a principal-teacher conference; Critiquing a superintendent-principal conference; Principal SLOs Evidence-based observation of principal practice and rubric alignment.*

*August 18th - consultant came to district for a full day on competency 9 for evaluating classes with ESL and special education students for lead evaluator and all administrators.*

*Another NTI session on this topic is scheduled for March, 2013.*

*Throughout the 2011-12 school year, the principals met with the lead evaluator for approximately four two-hour sessions to build expertise in the ISLLC standards and the Multidimensional Principal Performance Rubric. In addition, the Network Team Institute workshops were turnkeyed with principals and other administrators in half-day sessions at least six times during the past school year. This work included inter-rater reliability and hands-on practice with the rubrics. The work will continue during the upcoming school year with an additional workshop for all administrators scheduled for early March. Meetings with all principals to determine appropriate artifacts and presentation details have continued and scheduled visits have been determined. This work will continue throughout the year.*

*Evidence of the training will be presented to the Superintendent and Board of Education who will certify this individual as highly qualified to be the lead evaluator for the principals' APPR. The Superintendent will re-certify the lead evaluator each school year thereafter after reviewing the ongoing training and practice in which the lead evaluator has participated.*

## 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

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• Checked

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## 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 Friday, January 04, 2013

Updated Wednesday, January 16, 2013

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/303210-3Uqgn5g9Iu/SIGNATURE SKMBT\\_36313011519590.pdf](assets/survey-uploads/5581/303210-3Uqgn5g9Iu/SIGNATURE SKMBT_36313011519590.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.

<b>HEDI Scoring</b>	<i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	89-92%	87-88%	86-85%	84-83%	82-81%	80%	78-79%	76-77%	74-75%	73-72%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	50-59%	40-49%	0-39%

HIGHLY EFFECTIVE: 89%-100% of students will meet or exceed their target goal on the summative assessment.

EFFECTIVE: 72-88% of students will meet or exceed their target goal on the summative assessment.

DEVELOPING: 60-71% of students will meet or exceed their target goal on the summative assessment.

INEFFECTIVE: 0-59% of students will meet or exceed their target goal on the summative assessment.

**CHART FOR SCHOOLWIDE SLO FOR VARIOUS EDUCATORS INCLUDED IN THE ALL OTHER COURSES GROUP**

Success Index for growth is measured by determining the actual growth in performance across two points in time compared to growth possible. The district determined that for school-wide growth measures in which certain teachers do not directly teach the subject in question—namely, ELA, .25 would be considered a year’s growth and will be calculated by Right Reason Technologies, the vendor for applicable grades and subjects. The growth would be measured for the entire group (either school or grade level depending upon the individual’s assignment) between either a prior year’s state assessment and the upcoming state assessment, OR a third-party state approved pre assessment and the upcoming state assessment, whichever is more appropriate to the grade level and school. These teachers will have less individual impact on the state assessment outcome than a regular classroom teacher of that subject so their targets have been adjusted accordingly. The district is providing professional development to these teachers to give them tools to incorporate the needed skills—such as ELA or math—into their individual programs. The primary rationale for this is our belief that all teachers are reading teachers.

<b>POINTS POSSIBLE</b>	<b>SUCCESS INDEX</b>	<b>HEDI RATING</b>
20	.25	HIGHLY EFFECTIVE
19	.24	
18	.23	
17	.22	EFFECTIVE
16	.21	
15	.20	
14	.19	
13	.18	
12	.17	
11	.16	
10	.15	
9	.14	
8	.13	DEVELOPING
7	.12	
6	.11	
5	.10	
4	.09	
3	.08	
2	.07	INEFFECTIVE
1	.06	
0	.05 and below	



4.5 DESCRIPTION OF TEACHERS' 60 POINTS – RANGES FOR POINT ALLOCATION

**HIGHLY EFFECTIVE** – Highly effective performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities. Highly effective teachers receive between 55 and 60 points based on evidence.

**EFFECTIVE** – Effective, average performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities. Effective teachers receive between 43 and 54 points based on evidence.

**DEVELOPING** - Below average performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities. Developing teachers receive between 31 and 42 points based on evidence. Developing teachers will receive an improvement plan.

**INEFFECTIVE** – Ineffective performance is achieved in delivering instruction, managing classroom environment, planning, preparation, and professional responsibilities. Ineffective teachers receive between 0 and 30 points based on evidence. Ineffective teachers will receive an improvement plan.

**DOMAIN 1 - PLANNING AND PREPARATION – (9 points possible)**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
8-9 points	5-7 points	1-4 points	Below 1 - 0

DOMAIN RATING: \_\_\_\_\_

**DOMAIN 2 – THE CLASSROOM ENVIRONMENT – (13.5 points possible)**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
11.5 – 13.5	7.5 – 10.5	2.5 – 6.5	Below 2.5 - 0

DOMAIN RATING: \_\_\_\_\_

**DOMAIN 3 – INSTRUCTION (13.5 points possible)**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
11.5 – 13.5	7.5 – 10.5	2.5 – 6.5	Below 2.5 - 0

DOMAIN RATING: \_\_\_\_\_

**DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES (24 points possible)**

<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
22-24	18 - 21	7 - 17	Below 7 - 0

DOMAIN RATING: \_\_\_\_\_

**SCORING RUBRIC**

HEDI RATING	STATE GROWTH/SLO	LOCAL MEASURE	EVIDENCE-BASED RUBRIC	OVERALL COMPOSITE SCORE (WHOLE NUMBERS)
HIGHLY EFFECTIVE	18-20	18-20	55-60	91-100
EFFECTIVE	9-17	9-17	43-54	75-90
DEVELOPING	3- 8	3- 8	31-42	65-74
INEFFECTIVE	0-2	0-2	0 -30	0-64

**THIS TEACHER'S RATING – ROUNDING FOR DECIMALS OCCURS AT THE FINAL CALCULATION**

HEDI RATING	STATE GROWTH or SLO	LOCAL MEASURE	EVIDENCE-BASED RUBRIC	OVERALL COMPOSITE SCORE (WHOLE NUMBER)

<b>HEDI Scoring</b>	<i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	89-92%	87-88%	86-85%	84-83%	82-81%	80%	78-79%	76-77%	74-75%	73-72%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	50-59%	40-49%	0-39%

HIGHLY EFFECTIVE: 89%-100% of students will meet or exceed their target goal on the summative assessment.

EFFECTIVE: 72-88% of students will meet or exceed their target goal on the summative assessment.

DEVELOPING: 60-71% of students will meet or exceed their target goal on the summative assessment.

INEFFECTIVE: 0-59% of students will meet or exceed their target goal on the summative assessment.

9.7 PRINCIPALS OTHER MEASURES OF EFFECTIVENESS.

Amityville UFSD has agreed with its principals to use the Multidimensional Principal Performance Rubric (MPPR). The six domains will be weighted as shown below. For each domain, evidence will be collected based on the components of that domain and each component will be scored holistically. Within each domain, scores from the components will be averaged together to get a domain score. Domain scores will be added together to get a principal’s 0-60 HEDI score. We understand the composite score will be reported in whole numbers. Normal rounding of decimals, should they occur, will be used. A principal’s overall performance can be rated at any score point from 0 to 60.

DOMAIN	POINTS POSSIBLE	Highly Effective	Effective	Developing	Ineffective
1. Shared Vision of Learning	8	7-8	3-6	1-2	Less than 1 to 0
2. School Culture and Instructional Program	16	15-16	5-14	1-4	Less than 1 to 0
3. Safe, Efficient, Effective Learning Environment	15	14-15	4-13	1-3	Less than 1 to 0
4. Community	9	8-9	3-7	1-2	Less than 1 to 0
5. Integrity, Fairness, Ethics	7	6-7	3-5	1-2	Less than 1 to 0
6. Political, Social, Economic, Legal and Cultural Context	5	4-5	2-3	1	Less than 1 to 0

**HIGHLY EFFECTIVE:** A HIGHLY EFFECTIVE rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Highly Effective will range from 59 to 60 points.

**EFFECTIVE:** An EFFECTIVE rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Effective will range from 57 to 58 points.

DEVELOPING: A rating of DEVELOPING is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Developing will range from 55 to 56 points.

INEFFECTIVE: An INEFFECTIVE rating is achieved by poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of Ineffective will range from 0-54.

The final rating for each domain will be totaled to determine the final rubric score which will be the principal's score for Other Measures of Effectiveness.

### 3.3 LOCAL ASSESSMENT FOR TEACHERS BASED ON **15 POINT MODEL**

The District and the Union agree that improvement in student achievement will be determined by a single percentage of improved achievement from beginning of the year benchmarks to end of year benchmarks in the subjects or courses taught. Teachers will earn points for this progress as follows: Each classroom teacher will earn up to 15 points based on the improved achievement of his or her combined roster on the designated benchmarks for their disciplines. The benchmarks for the teachers who are on the 15-point scale (grades 4-8) are state-approved third party assessments from Right Reason Student Assessments as shown on the template. Teachers whose classes achieve 10% or greater improvement on the final assessment as compared to the pre assessment will earn the full 15 points and those whose classes show insufficient improvement or negative achievement will earn zero points.

<b>15 POINT MODEL</b>
HIGHLY EFFECTIVE teachers are those whose students show above average improvement in performance based on a local assessment as indicated on the attached chart. Highly Effective teachers earn between 14-15 points.
EFFECTIVE teachers are those whose students show average improvement in performance based on a local assessment as indicated on the attached chart. Effective teachers earn between 8-13 points.
DEVELOPING teachers are those whose students show below average improvement in performance based on a local assessment as indicated on the attached chart. Developing teachers earn between 3 and 7 points.
INEFFECTIVE teachers are those whose students show no growth or negative results on a local assessment as indicated on the attached chart. Ineffective teachers earn between 0 and 2 points.

**LOCAL ASSESSMENT - BASED ON 15 POINTS**

BASED ON PERCENTAGE OF IMPROVED ACHIEVEMENT FROM BENCHMARK 1 TO FINAL BENCHMARK FOR CLASSROOM TEACHERS

CHART 3.3(a)

<b>POINTS FOR TEACHER</b>	<b>PERCENTAGE OF IMPROVED ACHIEVEMENT PERCENTAGE OF IMPROVED ACHIEVEMENT - <u>PERCENTAGE SHOWN BELOW IS LOWEST VALUE THAT CAN EARN CORRESPONDING POINT</u></b>	<b>HEDI RATING EARNED</b>
15	10%	HIGHLY EFFECTIVE
14	9.4	HIGHLY EFFECTIVE
13	8.8	EFFECTIVE
12	8.0	EFFECTIVE
11	7.5	EFFECTIVE
10	6.9	EFFECTIVE
9	6.3	EFFECTIVE
8	5.6	EFFECTIVE
7	5.0	DEVELOPING
6	4.4	DEVELOPING
5	3.8	DEVELOPING
4	3.1	DEVELOPING
3	2.5	DEVELOPING
2	1.9	INEFFECTIVE
1	1.3	INEFFECTIVE
0	Less than 1.3 or loss	INEFFECTIVE

In the case of teachers whose students score so high on the pre assessment that it is impossible to show 10% growth, their points will be determined from maintaining the growth. The following procedure would apply:

An achievement score would be computed by adding every student score on the teacher's roster on the designated final assessment and dividing that sum by the number of students who took the test. The result would be an average achievement score from 0 to 100. That average score would then be converted to a 15-point scale, shown below.

**CHART 3.3(b)**

<b>POINTS FOR TEACHER</b>	<b>AVERAGE STUDENT ACHIEVEMENT ON FINAL ASSESSMENT IN PER CENTS. LOWER SCORE IS THE LOWEST VALUE FOR THAT HEDI POINT</b>	<b>HEDI RATING EARNED</b>
15	100-94	HE
14	93-88	HE
13	87-82	EFFECTIVE
12	81-76	EFFECTIVE
11	75-70	EFFECTIVE
10	69-64	EFFECTIVE
9	63-58	EFFECTIVE
8	57-52	EFFECTIVE
7	51-46	DEVELOPING
6	45-40	DEVELOPING
5	39-34	DEVELOPING
4	33-28	DEVELOPING
3	27-22	DEVELOPING
2	21-16	INEFFECTIVE
1	15-10	INEFFECTIVE
0	Below 10 to 0	INEFFECTIVE

### 3.13 POINT CALIBRATION FOR TEACHERS BASED ON 20 POINT SCALE

The District and the Union agree that improvement in student achievement will be determined by a single percentage of improved achievement from beginning of the year benchmarks to end of year benchmarks in the subjects or courses taught. Teachers will earn points for this progress as follows: Each classroom teacher will earn up to 20 points based on the improved achievement of his or her combined rosters on the rigorous and comparable designated benchmarks for their disciplines as shown on the template. Teachers whose classes achieve 10% or greater improvement on the final assessment as compared to the pre assessment will earn the full 20 points and those whose classes show insufficient improvement or negative achievement will earn zero points. CHART 1 (a) BELOW SHOWS THE 10% ALLOCATION OF HEDI POINTS.

<b>20 POINT MODEL</b>
HIGHLY EFFECTIVE teachers are those whose students show above average improvement in performance based on a local assessment as indicated on the attached chart. Highly Effective teachers earn between 18 and 20 points.
EFFECTIVE teachers are those whose students show average improvement in performance based on a local assessment as indicated on the attached chart. Effective teachers earn between 9-17 points.
DEVELOPING teachers are those whose students show below average improvement in performance based on a local assessment as indicated on the attached chart. Developing teachers earn between 3 and 8 points.
INEFFECTIVE teachers are those whose students show no growth or negative results on a local assessment as indicated on the attached chart. Ineffective teachers earn between 0 and 2 points.

CHART 1 (a) 20 POINT MODEL – LOCAL ASSESSMENT CLASSROOM TEACHERS

<b>POINTS FOR TEACHER</b>	<b>PERCENTAGE OF IMPROVED ACHIEVEMENT – <u>PERCENTAGE SHOWN BELOW IS LOWEST VALUE THAT CAN EARN CORRESPONDING POINT</u></b>	<b>HEDI RATING EARNED</b>
20	10%	HE
19	9.6%	HE
18	9.4%	HE
17	8.8%	E
16	8.4%	E
15	8.0%	E
14	7.6%	E
13	7.2%	E
12	6.8%	E
11	6.4%	E
10	6.0%	E
9	5.6%	E
8	5.0%	D
7	4.5%	D
6	4.0%	D
5	3.5%	D
4	3.0%	D
3	2.4%	D
2	1.9%	I
1	1.3%	I
0	Below 1.3% or loss	I

In the case of teachers whose students score so high on the pre assessment that it is impossible to show the 10% growth, their points will be determined from maintaining the growth. The following procedure would apply:

A class or course achievement score would be computed by adding every student score on the designated final assessment for the teachers entire roster and dividing that sum by the number of students on the teacher’s roster who took the test. The result would be an average achievement score from 0 to 100 for that group of students. That average score would then be converted to a 20-point scale, shown below on Chart 1(b).

**CHART 1(b)**

<b>POINTS FOR TEACHER</b>	<b>AVERAGE STUDENT ACHIEVEMENT ON FINAL ASSESSMENT IN PER CENTS. LOWER SCORE IS THE LOWEST VALUE FOR THAT HEDI POINT</b>	<b>HEDI RATING EARNED</b>
20	100-96	HE
19	95-92	HE
18	91-88	HE
17	87-84	E
16	83-80	E
15	79-76	E
14	75-72	E
13	71-68	E
12	67-64	E
11	63-60	E
10	59-56	E
9	55-52	E
8	51-48	D
7	47-44	D
6	43-40	D

5	39-36	D
4	35-32	D
3	31-28	D
2	27-24	I
1	23-20	I
0	Below 20 to 0	I

In the case of teachers not connected to a specific subject benchmark or who serve large school-wide or grade-level populations that do not meet on a daily basis (physical education, health, librarians, technology, AIS, Reading, ESL and certain special educators such as Resource Room), the local score will be derived from improved achievement of a grade level, or improved achievement of the entire school--whichever is appropriate to the teacher's schedule—from benchmark 1 to the final benchmark of either ELA or Math at K-8, or of 11<sup>th</sup> Grade English at the high school level. Since these teachers have less input into the outcome of the ELA or math assessment of a grade level or a school than teachers who have a daily roster in those subjects, the expected achievement will be based on 6% improvement for the grade level or group only. The 6% chart will also apply to music and art teachers who have hundreds of students on their rosters and do not meet every day. Their improvement will be based on 6% improvement from benchmark 1 to the final benchmark of the Amityville UFSD-developed grade specific music or art benchmarks which are rigorous and comparable. CHART 2(a) BELOW OUTLINES THE 6% POINT ALLOCATION

<b>20 POINT MODEL</b>
HIGHLY EFFECTIVE teachers are those whose students show above average improvement in performance based on a local assessment as indicated on the attached chart. Highly Effective teachers earn between 18 and 20 points.
EFFECTIVE teachers are those whose students show average improvement in performance based on a local assessment as indicated on the attached chart. Effective teachers earn between 9-17 points.
DEVELOPING teachers are those whose students show below average improvement in performance based on a local assessment as indicated on the attached chart. Developing teachers earn between 3 and 8 points.
INEFFECTIVE teachers are those whose students show no growth or negative results on a local assessment as indicated on the attached chart. Ineffective teachers earn between 0 and 2 points.

**CHART 2(a) 20 POINT MODEL – LOCAL ASSESSMENT OTHER TEACHERS**

<b>POINTS FOR TEACHER</b>	<b>PERCENTAGE OF IMPROVED ACHIEVEMENT- <u>PERCENTAGE SHOWN BELOW IS LOWEST VALUE THAT CAN EARN CORRESPONDING POINT</u></b>	<b>HEDI RATING EARNED</b>
20	6.0%	HE
19	5.6%	HE
18	5.2%	HE
17	5.0%	E
16	4.8%	E
15	4.6%	E
14	4.4%	E
13	4.2%	E
12	4.0%	E
11	3.8%	E
10	3.6%	E
9	3.3%	E
8	3.0%	D
7	2.5%	D
6	2.3%	D
5	2.1%	D
4	1.9%	D
3	2.2 %	D
2	2.0%	I
1	1.3%	I
0	Below 1.3% or loss	I

In the case of teachers whose students score so high on the pre assessment that it is impossible to show the 6% growth, their points will be determined from maintaining the growth. The following procedure would apply:

A school-wide or grade level achievement score—whichever is appropriate for a teacher’s assignment-- would be computed by adding every student score on the designated final assessment and dividing that sum by the number of students who took the test. The result would be an average achievement score from 0 to 100 for that group of students. That average score would then be converted to a 20-point scale, shown below on Chart 2(b).

**CHART 2(b)**

<b>POINTS FOR TEACHER</b>	<b>AVERAGE STUDENT ACHIEVEMENT ON FINAL ASSESSMENT IN PER CENTS. LOWER SCORE IS THE LOWEST VALUE FOR THAT HEDI POINT</b>	<b>HEDI RATING EARNED</b>
20	100-96	HE
19	95-92	HE
18	91-88	HE
17	87-84	E
16	83-80	E
15	79-76	E
14	75-72	E
13	71-68	E
12	67-64	E
11	63-60	E
10	59-56	E
9	55-52	E
8	51-48	D
7	47-44	D
6	43-40	D
5	39-36	D

4	35-32	D
3	31-28	D
2	27-24	I
1	23-20	I
0	Below 20 to 0	I

# **AMITYVILLE**

## **UNION FREE SCHOOL DISTRICT**



# **TEACHER IMPROVEMENT PLAN**

## **(TIP)**

# THE TEACHER IMPROVEMENT PLAN (TIP)

Section 3012-c of the Education Law establishes a comprehensive annual Evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.

The Teacher Improvement Plan (TIP) is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a TIP is to assist tenured teachers to work to their **fullest potential**. The TIP provides assistance, feedback, **and specific recommendations** to the teacher and establishes a timeline for assessing its overall effectiveness.

A **TIP** must be initiated whenever a teacher receives a rating of **developing** or **ineffective** in a year-end evaluation.

**THE EVALUATION CONFERENCE:** The teacher, the administrator, and the ATA President, or his/her designee, meet for an evaluation conference when a TIP is initiated.

**THE DESIGN CONFERENCE(S):** A TIP is designed by the building principal, or his/her designees, in collaboration with the teacher and the president of the ATA or his/her designee.

**THE INITIAL CONFERENCE:** An initial conference is held where the TIP is discussed, signed and dated at the beginning of its implementation.

**THE INITIAL IMPLEMENTATION OF THE TIP:** The TIP that is initiated because of a developing or ineffective year-end evaluation must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year.

**THE MENTOR:** The teacher must be offered the opportunity for a peer mentor from the District's mentor program or outside agencies. The teacher will select the mentor, with the approval of the superintendent and the ATA President. If the teacher cannot decide on a mentor, the Superintendent and the ATA president, or his/her designee, will select a mentor. All dealings between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the first quarter.

## **COMPONENTS OF THE AMITYVILLE UFSD TIP:**

1. **The area(s) of Concern**
2. **The evidence and date of concern**
3. **The meeting date to design the TIP**
4. **An explanation of the role and expectation of the teacher assigned to the TIP**

5. **The action steps needed for teacher improvement**
6. **A timeline for completion**
7. **The manner in which the improvement will be assessed**
8. **The professional learning activities that the educator must complete**
9. **The artifacts that the teacher must produce that can serve as benchmarks of improvement and evidence for the final stage of the improvement plan**
10. **Schedule of meetings to discuss progress of TIP**
11. **Recommended resources**
12. **Teacher and Administrator Comments**
13. **Signatures of meeting attendees**

**AMITYVILLE UNION FREE SCHOOL DISTRICT**  
**TEACHER IMPROVEMENT PLAN**

(To be completed by the teacher and the administrator(s))

Teacher: \_\_\_\_\_ Building: \_\_\_\_\_

TIP Meeting Date: \_\_\_\_\_

**EXPLANATION OF THE NEED FOR A TIP:**

<b>Area(s) of Concern</b>	<b>Evidence and Date of Concern</b>



**Names, titles, and signatures of all present and creating this TIP:**

Name	Title	Signature

**TIMELINE: Schedule of Meetings to determine the progress of the TIP:**

Meeting Date	Meeting Time	Indicate by check if meeting occurred Indicate by "X" if meeting did not occur Indicate by "R" if meeting was rescheduled (indicate the rescheduled date)

Teacher Comments:

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Administrator Comments:

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## 8.1 LOCAL SCORE FOR PRINCIPALS BASED ON 15 POINT MODEL

The District and the Union agree that improvement in student achievement will be determined for each principal of a building with grades 4 through 8 by a single percentage of improved achievement of all students in the buildings from beginning of the year ELA pre-assessment benchmarks to end of year ELA final benchmarks from a state-approved third party provider, namely Right Reason Student Assessments.

Principals of the building with grades 10-12 will be measured by improved achievement of all students who will take the Regents examination in English administered in the 2012-13 school year. Improvement will be measured from the Amityville UFSD-developed English pre-assessment for 11<sup>th</sup> grade administered in September to the English Regents exam of 2013 as the final assessment.

Principals whose students achieve 6% or greater improvement will earn the full 15 points and those whose classes show insufficient improvement or negative achievement will earn zero points

<b>15 POINT MODEL</b>
HIGHLY EFFECTIVE principals are those whose students show above average improvement in performance based on a local assessment as indicated on the attached chart. Highly Effective principals earn between 14-15 points.
EFFECTIVE principals are those whose students show average improvement in performance based on a local assessment as indicated on the attached chart. Effective principals earn between 8-13 points.
DEVELOPING principals are those whose students show below average improvement in performance based on a local assessment as indicated on the attached chart. Developing principals earn between 3 and 7 points.
INEFFECTIVE principals are those whose students show no growth or negative results on a local assessment as indicated on the attached chart. Ineffective principals earn between 0 and 2 points.

**CHART 8.1(a): LOCAL ASSESSMENT - BASED ON 15 POINTS**

<b>POINTS FOR PRINCIPAL</b>	<b>PERCENTAGE OF IMPROVED ACHIEVEMENT - <u>PERCENTAGE SHOWN BELOW IS LOWEST VALUE THAT CAN EARN CORRESPONDING POINT</u></b>	<b>HEDI RATING EARNED</b>
15	6.0%	HIGHLY EFFECTIVE
14	5.6%	HIGHLY EFFECTIVE
13	5.2%	EFFECTIVE
12	4.8%	EFFECTIVE
11	4.5%	EFFECTIVE
10	4.1%	EFFECTIVE
9	3.7%	EFFECTIVE
8	3.3%	EFFECTIVE
7	3.0%	DEVELOPING
6	2.7%	DEVELOPING
5	2.5%	DEVELOPING
4	2.3%	DEVELOPING
3	2.2%	DEVELOPING
2	2.0%	INEFFECTIVE
1	1.3%	INEFFECTIVE
0	Less than 1.3% or loss	INEFFECTIVE

In the case of principals whose students score so high on the pre assessment that it is impossible to show 6% growth, their points will be determined from maintaining the growth. The following procedure would apply:

A school-wide achievement score would be computed by adding every student score on the designated final assessment and dividing that sum by the number of students who took the test. The result would be an average school-wide achievement score from 0 to 100. That average score would then be converted to a 15-point scale, shown below.

**CHART 8.1(b)**

<b>POINTS FOR PRINCIPAL</b>	<b>AVERAGE STUDENT ACHIEVEMENT ON FINAL ASSESSMENT IN PER CENTS. LOWER SCORE IS THE LOWEST VALUE FOR THAT HEDI POINT</b>	<b>HEDI RATING EARNED</b>
15	100-94	HE
14	93-88	HE
13	87-82	EFFECTIVE
12	81-76	EFFECTIVE
11	75-70	EFFECTIVE
10	69-64	EFFECTIVE
9	63-58	EFFECTIVE
8	57-52	EFFECTIVE
7	51-46	DEVELOPING
6	45-40	DEVELOPING
5	39-34	DEVELOPING
4	33-28	DEVELOPING
3	27-22	DEVELOPING
2	21-16	INEFFECTIVE
1	15-10	INEFFECTIVE
0	Below 10 to 0	INEFFECTIVE

## 8.2 LOCAL ASSESSMENT FOR PRINCIPALS BASED ON 20 POINT MODEL

The District and the Union agree that improvement in student achievement will be determined for principals of buildings that are not subject to the 15 point scale by a single percentage of improved achievement of all students in the buildings from beginning of the year ELA pre-assessment benchmarks to end of year ELA final benchmarks.

Each principal of a building with grades K-3 will be measured by improved achievement of all primary students in the building on Measures of Academic Progress (Primary Grades) as both pre and post assessment measures.

Principals whose students achieve 6% or greater improvement will earn the full 20 points and those whose students show insufficient improvement or negative achievement will earn zero points.

<b>20 POINT MODEL</b>
HIGHLY EFFECTIVE principals are those whose students show above average improvement in performance based on a local assessment as indicated on the attached chart. Highly Effective principals earn between 18 and 20 points.
EFFECTIVE principals are those whose students show average improvement in performance based on a local assessment as indicated on the attached chart. Effective principals earn between 9-17 points.
DEVELOPING principals are those whose students show below average improvement in performance based on a local assessment as indicated on the attached chart. Developing principals earn between 3 and 8 points.
INEFFECTIVE principals are those whose students show no growth or negative results on a local assessment as indicated on the attached chart. Ineffective principals earn between 0 and 2 points.

CHART 8.2 (a) 20 POINT MODEL – LOCAL ASSESSMENT PRINCIPALS

<b>POINTS FOR PRINCIPAL</b>	<b>PERCENTAGE OF IMPROVED ACHIEVEMENT <u>PERCENTAGE SHOWN IS LOWEST VALUE THAT CAN EARN CORRESPONDING POINT</u></b>	<b>HEDI RATING EARNED</b>
20	6.0%	HE
19	5.6%	HE
18	5.2%	HE
17	5.0%	E
16	4.8%	E
15	4.6%	E
14	4.4%	E
13	4.2%	E
12	4.0%	E
11	3.8%	E
10	3.6%	E
9	3.3%	E
8	3.0%	D
7	2.5%	D
6	2.3%	D
5	2.1%	D
4	1.9%	D
3	2.2 %	D
2	2.0%	I
1	1.3%	I
0	Below 1.3% or loss	I

In the case of principals whose students score so high on the pre assessment that it is impossible to show 6% growth, their points will be determined from maintaining the growth. The following procedure would apply:

A schoolwide achievement score would be computed by adding every student score on the designated final assessment and dividing that sum by the number of students who took the test. The result would be an average school-wide achievement score from 0 to 100. That average score would then be converted to a 20-point scale, shown below.

**CHART 8.2(b)**

<b>POINTS FOR PRINCIPAL</b>	<b>AVERAGE STUDENT ACHIEVEMENT ON FINAL ASSESSMENT IN PER CENTS. LOWER SCORE IS THE LOWEST VALUE FOR THAT HEDI POINT</b>	<b>HEDI RATING EARNED</b>
20	100-96	HE
19	95-92	HE
18	91-88	HE
17	87-84	E
16	83-80	E
15	79-76	E
14	75-72	E
13	71-68	E
12	67-64	E
11	63-60	E
10	59-56	E
9	55-52	E
8	51-48	D
7	47-44	D
6	43-40	D
5	39-36	D
4	35-32	D

3	31-28	D
2	27-24	I
1	23-20	I
0	Below 20 to 0	I

## **Amityville Administrators Association (AAA) Principal Improvement Plan Process (PIP)**

### **Amityville Union Free School District**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

# Amityville Administrators' Association Principal Improvement Plan

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.

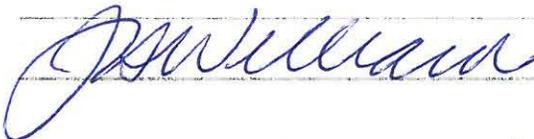
### **The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature: Date: 1/15/13



Teachers Union President Signature: Date: 1/15/13



Administrative Union President Signature: Date: 1/15/13



Board of Education President Signature: Date: 1/15/13

