



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

Commissioner of Education
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December 19, 2012

Dr. Donald James, Superintendent
Commack Union Free School District
P.O. Box 150
Commack, NY 11725

Dear Superintendent James:

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 Thursday, May 03, 2012

Updated Tuesday, November 20, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580410030000

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

580410030000

1.2) School District Name: COMMACK UFSD

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

COMMACK 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 Thursday, May 03, 2012

Updated Tuesday, December 18, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Primary Measures of Academic Progress NWEA used for Kindergarten ELA
1	State-approved 3rd party assessment	Primary Measures of Academic Progress NWEA used for 1st grade ELA
2	State-approved 3rd party assessment	Primary Measures of Academic Progress NWEA used for 2nd grade ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will use the NWEA Primary Map Assessment or the appropriate state assessment to illustrate measured growth for all students in grades K-3. The pre-test and the post-test will be comparable for all students in the same grade. The goal is for all students to demonstrate growth of at least three RIT points from fall to spring testing for students in grades K-2. Grade 3 students will meet their target growth on the ELA NYSED assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80-100% of students demonstrate at least three RIT points of growth on the the Primary Measures of Academic Progress NWEA assessment for grades K-2 ELA or meet their targeted growth on the 3rd Grade ELA NYSED Assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-79% of students demonstrate at least three RIT points of growth on the Primary Measures of Academic Progress NWEA assessment for grades K-2 ELA or meet their targeted growth on the 3rd Grade ELA NYSED Assessments .
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-59% of students demonstrate at least three RIT points of growth on the Primary Measures of Academic Progress NWEA assessment for grades K-2 ELA or meet their targeted growth 3rd Grade ELA NYSED Assessments ..
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students demonstrate at least three RIT points of growth on the Primary Measures of Academic Progress NWEA assessment for grades K-2 ELA or at meet their targeted growth on the 3rd Grade ELA NYSED Assessments .

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	Primary Measures of Academic Progress NWEA used for Kindergarten Math
1	State-approved 3rd party assessment	Primary Measures of Academic Progress NWEA used for Grade 1 Math
2	State-approved 3rd party assessment	Primary Measuers of Academic Progress NWEA used for Grade 2 Math
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	The District will use the NWEA Primary Map Assessment or the appropriate state assessment to illustrate measured growth for all students in grades K-3. The pre-test and the
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graphic at 2.11, below.	post-test will be comparable for all students in the same grade. The goal is for all students to demonstrate growth of at least three RIT points from fall to spring testing for students in grades K-2. Grade 3 students will meet their target growth on the Math NYSED assessments.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80-100% of students demonstrate at least three RIT points of growth on the Primary Measures of Academic Progress NWEA assessment for grades K-2 Math or at meet their targeted growth on the 3rd Grade Math NYSED Assessments .
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-79% of students demonstrate at least three RIT points of growth on the Primary Measures of Academic Progress NWEA assessment for grades K-2 Math or meet their targeted growth on the 3rd Grade Math NYSED Assessments .
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-59% of students demonstrate at least three RIT points of growth on the Primary Measures of Academic Progress NWEA assessment for grades K-2 Math or meet their targeted growth on the 3rd Grade Math NYSED Assessments .
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students demonstrate at least three RIT points of growth on the Primary Measures of Academic Progress NWEA assessment for grades K-2 Math or meet their targeted growth on the 3rd Grade Math NYSED Assessments .

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Grade 6 science locally developed rigorous and comparable assessment
7	District, regional or BOCES-developed assessment	Grade 7 science locally developed rigorous and comparable assessment
8	State assessment	Not applicable

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	District developed grade 6 and 7 science assessments will be rigorous and comparable across classrooms and the same assessment will be used across grade level or subject. Student pre-assessment scores will be compared to the final assessment. The goal is for all students to demonstrate at least 10% growth. In grade 8 science, all students take either the Earth Science Regents or the
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	Living Environment Regents. Student pre-test assessment scores will be compared to the final assessment. The goal is for all students to demonstrate at least 10% growth.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80-100% of students demonstrate at least 10% growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-79% of students demonstrate at least 10% growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-59% of students demonstrate at least 10% growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students demonstrate at least 10% growth.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	World History Final Exam
7	District, regional or BOCES-developed assessment	American History Final Exam
8	District, regional or BOCES-developed assessment	American History II Final Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed grades 6,7, and 8 social studies assessments will be rigorous, and comparable across classrooms and the same assessment will be used across grade level or a subject. The goal is for all students to demonstrate at least 10% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students demonstrate at least 10% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	60-79% of students demonstrate at least 10% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students demonstrate at least 10% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students demonstrate at least 10% growth.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Global History I Final Exam
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed Global 1 social studies assessments will be rigorous, and comparable across classrooms and the same assessment will be used across grade level or a subject. Students taking the Global 2 Regents Exam and the American History Regents will take a pre- test that will be compared to the final Regents. The goal is for all students to show demonstrate at least 10% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students demonstrate at least 10% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	60-79% of students demonstrate at least 10% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students demonstrate at least 10% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students demonstrate at least 10% growth.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Student pre-test scores will be compared to the Regents scores and the district expectation is for all students to demonstrate at least 10% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students demonstrate at least 10% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	60-79% of students demonstrate at least 10% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students demonstrate at least 10% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students demonstrate at least 10% growth.

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.	Student pre-test scores will be compared to the Regents scores and the district expectation is for all students to demonstrate at least 10% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students demonstrate at least 10% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	60-79% of students demonstrate at least 10% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students demonstrate at least 10% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students demonstrate at least 10% growth.

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	English 9 Final Exam
Grade 10 ELA	District, regional or BOCES-developed assessment	English 10 Final Exam
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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.	District developed Grade 9 and 10 ELA assessments will be rigorous, and comparable across classrooms and the same assessment will be used across grade level or a subject. Students taking the Comprehensive Regents Exam will take a pre- test that will be compared to the final Regents. The goal is for all students to demonstrate at least 10% growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students demonstrate at least 10% growth.
Effective (9 - 17 points) Results meet District goals for similar students.	60-79% of students demonstrate at least 10% growth.
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students demonstrate at least 10% growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students demonstrate at least 10% growth.

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
All Other Secondary Math (6-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
All Other Secondary ELA courses (6-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
ESL (Grades K-2)	State-approved 3rd party assessment	Primary Measures of Academic Progress NWEA used for grades K-2
ESL (Grades 3-12)	State-approved 3rd party assessment	Measures of Academic Progress NWEA used for grades 3-12
Reading (Grades K-2)	State-approved 3rd party assessment	Primary Measures of Academic Progress NWEA used for grades K-2
Reading (Grades 3-12)	State-approved 3rd party assessment	Measures of Academic Progress NWEA used for grades 3-12
All Physical Education (K-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments

All Health (6-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
All World Language (6-12)	District, Regional or BOCES-developed	FLACS Regionally Developed According to State Standards For grades 6-12
All Art Courses (K-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
All Other Secondary Science Courses (6-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Science State Standards
All Other Special Education Courses (K-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments as per Commissioner's Regulation Part 200
All Other Music Courses (K-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
All Family and Consumer Sciences (6-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
All Business Courses (9-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
All Other Secondary Social Studies (6-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments
All Technology Courses (6-12)	District, Regional or BOCES-developed	District, grade level, and subject specific Common Core Assessments

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.	District developed assessments will be rigorous, and comparable across classrooms and the same assessment will be used across grade level or a subject. The goal is for all students to demonstrate at least 10% growth or at least three RIT points from fall to spring testing.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80-100% of students demonstrate at least 10% growth or The goal is for all students to demonstrate growth of at least three RIT points from fall to spring testing .
Effective (9 - 17 points) Results meet District goals for similar students.	60-79% of students demonstrate at least 10% growth or The goal is for all students to demonstrate growth of at least three RIT points from fall to spring testing .
Developing (3 - 8 points) Results are below District goals for similar students.	30-59% of students demonstrate at least 10% growth or The goal is for all students to demonstrate growth of at least three RIT points from fall to spring testing .
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students demonstrate at least 10% growth or The goal is for all students to demonstrate growth of at least three RIT points from fall to spring testing .

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/5364/124473-TXEttx9bQW/APPR Appendix B-1 B-2.docx

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.

Adjustments will be made for those teachers of students with disabilities, ELL and those that are economically disadvantaged. The academic history of these students, along with historical performance averages for these groups will be used to set adjusted growth criteria.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

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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	5) District, regional, or BOCES–developed assessments	District Developed Grade 4 Summative ELA assessment
5	5) District, regional, or BOCES–developed assessments	District Developed Grade 5 Summative ELA assessment

6	5) District, regional, or BOCES–developed assessments	District Developed Grade 6 Summative ELA Assessment
7	5) District, regional, or BOCES–developed assessments	District Developed Grade 7 Summative ELA Assessment
8	5) District, regional, or BOCES–developed assessments	District Developed Grade 8 Summative ELA 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.	District developed assessments will be rigorous and comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment the goal is that at least 68% of the students on a teacher's roster will achieve a score of 65 or better.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 80% -100% of their students scoring 65 or better on the summative assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 60-79% of their students scoring 65 or better on the summative assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 30-59% of their students scoring 65 or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 29% or less of their students scoring 65 or better on the summative assessment.

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	5) District, regional, or BOCES–developed assessments	Grade 4 District Developed Summative Math Assessment
5	5) District, regional, or BOCES–developed assessments	Grade 5 District Developed Summative Math Assessment
6	5) District, regional, or BOCES–developed assessments	Grade 6 District Developed Math Summative Assessment
7	5) District, regional, or BOCES–developed assessments	Grade 7 District Developed Math Summative Assessment
8	5) District, regional, or BOCES–developed assessments	Grade 8 District Developed Math Summative 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.	District developed assessments will be rigorous and comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment the goal is that at least 68% of the students on a teacher's roster will achieve a score of 65 or better.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 80% -100% of their students scoring 65 or better on the summative assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 60% -79% of their students scoring 65 or better on the summative assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 30-59% of their students scoring 65 or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 29% or less of their students scoring 65 or better on the summative assessment.

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/124474-rhJdBgDruP/Appendix B-1 B-2.docx>

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	5) District, regional, or BOCES–developed assessments	District Developed Grade K Summative ELA assessment
1	5) District, regional, or BOCES–developed assessments	District Developed Grade 1 Summative ELA assessment
2	5) District, regional, or BOCES–developed assessments	District Developed Grade 2 Summative ELA assessment
3	5) District, regional, or BOCES–developed assessments	District Developed Grade 3 Summative ELA assessment

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.	District developed assessments will be rigorous and comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment the goal is that at least 68% of the students on a teacher's roster will achieve a score of 65 or better.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 80% -100% of their students scoring 65 or better on the summative assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 60% -79% of their students scoring 65 or better on the summative assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 30-59% of their students scoring 65 or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 29% or less of their students scoring 65 or better on the summative assessment.

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	5) District, regional, or BOCES–developed assessments	Grade K District Developed Summative Math Assessment
1	5) District, regional, or BOCES–developed assessments	Grade 1 District Developed Summative Math Assessment
2	5) District, regional, or BOCES–developed assessments	Grade 2 District Developed Summative Math Assessment
3	5) District, regional, or BOCES–developed assessments	Grade 3 District Developed Summative Math Assessment

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.	Student performance on the culminating assessment will be measured for achievement. On the final assessment the goal is that at least 68% of the students on a teacher's roster will achieve a score of 65 or better.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 80% -100% of their students scoring 65 or better on the summative assessment
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 60% -79% of their students scoring 65 or better on the summative assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 30-59% of their students scoring 65 or better on the summative assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 29% or less of their students scoring 65 or better on the summative assessment.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Grade 6 District Developed Science Summative Assessment
7	5) District, regional, or BOCES–developed assessments	Grade 7 District Developed Science Summative Assessment
8	5) District, regional, or BOCES–developed assessments	Grade 8 District Developed Science Summative Assessment

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.	Student performance on the culminating assessment will be measured for achievement. The district expectation is that 68% of students with each teacher, achieve proficiency (score of 65 or higher).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 80% -100% of their students scoring 65 or better on the summative assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 60-79% of their students scoring 65 or better on the summative assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 30-59% of their students scoring 65 or better on the summative assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 0-29% of their students scoring 65 or better on the summative assessment

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	5) District, regional, or BOCES–developed assessments	Grade 6 World History Final Exam
7	5) District, regional, or BOCES–developed assessments	Grade 7 American History Final Exam
8	5) District, regional, or BOCES–developed assessments	Grade 8 American History II Final Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Student performance on the culminating assessment will be measured for achievement. The district expectation is that 68% of students with each teacher, achieve proficiency (score of 65 or higher).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students will achieve proficiency on the culminating assessment (score of 65 or higher).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60- 79% of students will achieve proficiency on the culminating assessment (score of 65 or higher).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-59% of students will achieve proficiency on the culminating assessment (score of 65 or higher).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students will achieve proficiency on the culminating assessment (score of 65 or higher).

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	5) District, regional, or BOCES–developed assessments	Global History 1 Final Exam based upon NYS Standards
Global 2	3) Teacher specific achievement or growth score computed locally	Global History Regents

American History	3) Teacher specific achievement or growth score computed locally	US History Regents
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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.	Student performance on the culminating assessment will be measured for achievement. The district expectation is that 68% of the students with each teacher achieve proficiency (65 or higher).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students will achieve proficiency on the culminating assessment (score of 65 or higher).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of students will achieve proficiency on the culminating assessment (score of 65 or higher).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-59% of students will achieve proficiency on the culminating assessment (score of 65 or higher).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students will achieve proficiency on the culminating assessment (score of 65 or higher).

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	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Exam

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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.	Student performance on the culminating assessment will be measured for achievement. The district expectation is that 68% of the students with each teacher achieve proficiency (65 or higher.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-59% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)

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	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2/ Trig Regents Exam

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.	Student performance on the culminating assessment will be measured for achievement. The district expectation is that 68% of the students with each teacher achieve proficiency (65 or higher).
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-59% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)

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	5) District, regional, or BOCES–developed assessments	Grade 9 ELA District Developed Summative Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Grade 10 ELA District Developed Summative Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive English Regents

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.	Student performance on the culminating assessment will be measured for achievement. The district expectation is that 68% of the students with each teacher achieve proficiency (65 or higher).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of students will achieve proficiency on the culminating assessment (score of 65 or higher/)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	30-59% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)

for grade/subject.

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

0-29% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)

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
All Other Social Studies Courses (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Other Mathematics Courses (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Other ELA Courses (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Other Science (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All World Language (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Music (K-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Art (K-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Physical Education (K-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Health (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Family and Consumer Science (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Technology (6-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Business (9-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
All Other Special Education (K-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments

Reading (K-2)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
Reading (3-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
ESL (K-2)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments
ESL (3-12)	5) District/regional/BOCES–developed	District, grade level, and subject specific Common Core Assessments

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.	Student performance on the culminating assessment will be measured for achievement. The district expectation is that 68% of the students with each teacher achieve proficiency (65 or higher).
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	80-100% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-59% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-58% of students will achieve proficiency on the culminating assessment (score of 65 or higher.)

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.

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.

Adjustments will be made for students with disabilities, ELL and those who are economically disadvantaged. The academic history of these students, along with historical performance averages for these groups will be used to set adjusted achievement targets.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers who have more than one locally selected measure, the locally selected measure will be weighted proportionately based on the number of students in each course that culminates in that locally selected measure.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 03, 2012

Updated Friday, December 14, 2012

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4.1) Teacher Practice Rubric

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

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

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

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]	32
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	28

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.

Elements associated with each of the four Danielson (2007) domains will be assigned a rating. For the formal classroom teacher observation Domain 1 is assigned 16 points, Domain 2 is assigned 16 points, Domain 3 assigned 20 points and Domain 4 is assigned 12 points for a total of 64 points. The 64 points will then be converted to a HEDI value between 0-22. An unannounced observation will count for an additional 10 points for a total of 32 HEDI points attributed to observations. For the informal observation there is a checklist of aspects of effective teaching. Teachers receive two points for every checked item (see appendix D Informal Observation). See Appendix P

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/5091/124477-eka9yMJ855/Hedi.AppendixP_1.docx

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.	Exemplary above-average performance is achieved in delivering instruction, managing classroom environment, planning, preparation, professional responsibilities. See attached chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in delivering instruction, managing classroom environment, planning, preparation, professional responsibilities. See attached chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average is achieved in delivering in delivering instruction, managing classroom environment, planning, preparation, professional responsibilities. See attached chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is a achieved in delivering instruction, managing classroom environment, planning, preparation, professional responsibilities. See attached chart.

Provide the ranges for the 60-point scoring bands.

Highly Effective	51-60
Effective	41-50
Developing	31-40
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	4
4.6) Observations of Probationary Teachers Informal/Short	3
4.6) Observations of Probationary Teachers Enter Total	7

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, September 21, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	51-60
Effective	41-50
Developing	31-40
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 Thursday, May 03, 2012

Updated Friday, December 14, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/124482-Df0w3Xx5v6/TIP Forms.docx

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

A. PURPOSE

The purpose of the internal APPR appeals process is to foster and nurture growth of the professional staff in order to maintain a

highly qualified and effective work force. The appeals procedure shall provide for timely and expeditious resolution of the appeal. All tenured employees whom meet the appeals process criteria identified below may use this appeals process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeals may be filed but only based upon such previously unknown ground(s).

B. APPR RATING SUBJECT TO THE APPEAL PROCEDURE

Any unit member aggrieved by an APPR rating of “Ineffective” or “Developing” or the requirement of a “TIP” may file an appeal to the internal APPR Review Committee within 15 working days of receiving such a rating.

When filing an appeal, the teacher or 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.

In accordance with Education Law §3012-c, an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or locally negotiated procedure, until the appeal process is concluded.

C. GROUNDS FOR AN APPEAL

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

- (1) the school district’s or board of cooperative educational services’ 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 or board of cooperative educational services’ issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

D. NOTIFICATION OF APPEAL

Step 1—APPR Review Committee

Thereafter, the affected teacher may elect review of the appeal papers by an internal APPR Review Committee. The Committee make up shall be:

- (a) 2 tenured administrators, certified to conduct evaluations, appointed by the Superintendent of Schools or his/her designee. The administrators appointed shall not be the administrator who authorized the evaluation.
- (b) 2 tenured teachers appointed by the President of the Association or his/her designee.

The committee shall reach its findings using the consensus model. The committee’s written recommendation shall be transmitted to the Superintendent and the unit member upon completion no later than ten (10) working days after the initial filing of the appeal. Any 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.

If the committee finds the appeal to be justified, the item being appealed will be revoked and removed from the teacher’s file and the score and/or rating recalculated. If the newly calculated score places the teacher in the “Effective” or “Highly Effective” category, the TIP is rescinded.

If the committee finds the appeal to be unjustified, the Superintendent of Schools will hold the final appeal to determine the best way to proceed in accordance with the law and the CTA contract and will render his/her decision within ten (10) working days of receiving notification by the APPR Review Committee.

If consensus is not reached, the committee shall submit the opposing viewpoints in writing to the evaluator(s), the appellant, the Association President, and the Superintendent no later than ten (10) working days after the initial filing of the appeal.

The committee may recommend a modification of the TIP, and/or modification of the HEDI rating, along with his/her rationale for the same. The review shall be completed within ten (10) working days of the initial filing of the appeal to the APPR Review Committee. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent’s initial determination, and

supporting papers submitted by the teacher.

Nothing relieves the District of its obligations under New York State Education Law Sections §3012(2) and §3031.

Step 2—Superintendent

The Superintendent shall consider the written review recommendation(s) of the APPR Review Committee if the committee cannot reach consensus or decides the appeal is unjustified and he/she shall issue a written decision within ten (10) working days of receiving the committee's recommendation(s). The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitral, nor reviewable in any other forum other than defenses and/or challenges provided under law, including but not limited to Education Law §3020-a. However, the failure of either party to abide by the above agreed-upon process shall be subject to the grievance procedure.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

This district will be using the Danielson 2007 Model for evaluating teachers. All administrators will be trained in the Danielson Model using BOCES trainers. In addition, we will be using the True North Logic Software or comparable software to assist with the teacher observation process. All administrators will be trained in True North Logic Software or comparable software.

We are exploring the use of Teachscape and other evaluation software to guarantee inter-rater reliability. To insure inter-rater reliability administrators will be viewing numerous clips of teacher instruction to practice rating teacher performance levels. The goal is to achieve over a 95% rater reliability. Portions of our monthly administrative meetings will be devoted to sharing each other's observations and providing peer feedback.

Each summer administrators will be recertified by viewing and writing up observation clips. This retraining of all administrators will meet the criteria for recertification.

Administrators and teachers have been trained in CCLS and RTTT requirements by attending programs at BOCES and local universities:

Teachers have received professional development in the following areas:

- *Thinking Maps: A Cost Effective Tool for Addressing Common Core Standards – 1 day*
- *Common Core Standards - ELA – 1 Day*
- *Your Classroom and the Common Core Standards: Literacy in the Early Grades 6-8 – ½ day*
- *NYS ELA Common Core Standards (PreK-Grade 2) College and Career Readiness Anchor Standards – ½ day*
- *Common Core Standards – Math – 1 day*
- *NWEA Presentation on APPR – Local Assessment Analysis and Evaluation Process – ½ day*
- *ELA for the Common Core State Standards by Amy Benjamin – 1 day*
- *Implementing the Common Core Standards for Mathematics: Tapping Into the Resources – 1 day*
- *Meeting the Common Core Standards: Writing, Engaging Non-Fiction Grades 2 thru 8 – 1 day*
- *Introduction to the Common Core Standards for History/Social Sciences – 2 ½ days*
- *Common Core Standards and Mathematics 6-8....Getting Ready Now – 1 day*
- *Common Core State Standards Literacy for History, Science and Technical Skills – 1 day*
- *Making the Most of Writer's Workshop: Conferring and Assessment Keeping the Common Core in Mind – ½ day*
- *NWEA Training Grade Appropriate – 3 days*

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
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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	Checked
---	---------

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.	
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Thursday, December 13, 2012

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

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

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

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

3-5
6-8
9-12
(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
K-2 (Primary Schools)	State-approved 3rd party assessment	Primary Measures of Academic Progress NWEA used for Grades K-2

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.	The District will use the NWEA Primary Map Assessment or the appropriate state assessment to illustrate measured growth for all students in grades K-2. The pre-test and the post-test will be comparable for all students in the same grade. The goal is for all students to demonstrate growth of at least three RIT points from fall to spring testing for students in grades K-2.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Percentages 86-100 % of the students will demonstrate at least three RITpoints of growth on the the Primary Measures of Academic Progress NWEA assessment for grades K-2.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentages 41-85% of the students will demonstrate at least three RITpoints of growth on the the Primary Measures of Academic Progress NWEA assessment for grades K-2.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentages 11-40% of the students will demonstrate at least three RITpoints of growth on the the Primary Measures of Academic Progress NWEA assessment for grades K-2.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Percentages 0-10% of the students will demonstrate at least three RITpoints of growth on the the Primary Measures of Academic Progress NWEA assessment for grades K-2.

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/5365/124484-lha0DogRNw/AdminAppendix E1, 20 Percent- December 13, 2012.pdf

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.

Adjustments will be made for students who are designated as students with disabilities, ELL and economically disadvantaged. The academic history of these students, along with historical performance averages for these groups will be used to set adjusted growth criteria. The goal is for students in these groups to demonstrate growth of at least 3%.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

8. Local Measures (Principals)

Created Thursday, May 03, 2012

Updated Wednesday, December 19, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	All district developed assessments for grades 3-5
6-8	(d) measures used by district for teacher evaluation	All district developed assessments for grades 6-8
9-12	(g) % achieving specific level on Regents or alternatives	Regents Exams: Comprehensive English regents, World History Regents, United States and Government Regents, Integrated Algebra Regents and Living Environment

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.	The District will use the appropriate state assessment or comparable measure to illustrate achievement for all students in grades 3-12. The pre-assessment and the final assessment will be comparable for all students in the same grade. The goal is for at least 68% of students to achieve proficiency (a score of 65 or above).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages 80 - 100% of the students will achieve proficiency (a score of 65 or above on the culminating assessment).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages 38 - 79% of the students will achieve proficiency (a score of 65 or above on the culminating assessment).

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages 10 - 37% of the students will achieve proficiency(a score of 65 or above on the culminating assessment).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentages 0 - 9% of the students will achieve proficiency (a score of 65 or above on the culminating assessment).

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/5366/124487-qBFVOWF7fC/Appendix E2, 15 Percent- December 18, 2012.pdf>

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	All district developed assessments for grades K-2

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.	The same locally selected measures will be used for all principals in the same or similar program or grade configurations across the district. The goal is for all students to achieve proficiency (a score of 65 or above on the final assessment or state exam).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students will achieve proficiency (a score of 65 or above on the culminating assessment).
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85% of students will achieve proficiency (a score of 65 or above on the culminating assessment).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40% of students will achieve proficiency (a score of 65 or above on the culminating assessment).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-10% of students will achieve proficiency (a score of 65 or above on the culminating assessment).

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/5366/124487-T8MlGWUVm1/AdminAppendix E1, 20 Percent- December 13, 2012.pdf

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.

Adjustments will be made for students with disabilities, ELL and those who are economically disadvantaged. The academic history of these students, along with historical performance averages for these groups, will be used to set adjusted growth targets.

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.

Currently, the only buildings affected are the intermediate schools (Grades 3-5). In such cases, an average will be used to calculate the growth.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.

Check

9. Other Measures of Effectiveness (Principals)

Created Thursday, May 03, 2012

Updated Tuesday, December 18, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(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)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The HEDI ratings will be based upon a 0-60 score that is converted from a raw score of 150 points on the final evaluation. See attached document.

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/5143/124488-pMADJ4gk6R/Appendix C, December 18, 2012.pdf

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

Highly Effective: Overall performance and results exceed standards.	A score of 59-60 is exemplary performance in setting a vision for learning, goals, instructional program, evaluation of program, creating a safe environment, fostering collaboration among staff and community.
Effective: Overall performance and results meet standards.	A score of 58-54 is effective performance in setting a vision for learning, goals, instructional program, evaluation of program, creating a safe environment, fostering collaboration among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	A score of 53-40 is less than effective performance in setting a vision for learning, goals, instructional program, evaluation of program, creating a safe environment, fostering collaboration among staff and community.
Ineffective: Overall performance and results do not meet standards.	A score of 0-39 is unsatisfactory performance in setting a vision for learning, goals, instructional program, evaluation of program, creating a safe environment, fostering collaboration among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

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

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 Thursday, May 03, 2012

Updated Thursday, June 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 03, 2012

Updated Friday, November 30, 2012

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/5276/124492-Df0w3Xx5v6/PIP June 25, 2012.docx](#)

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:

APPEAL PROCESS

A. Any principal who receives an ineffective or developing rating on their annual total composite APPR or a tenured principal who receives a developing on the 60 Rubric HEDI rating, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative

designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision.

The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered preliminary.

E. If not satisfied by the preliminary decision of the Superintendent or his/her designee the building principal shall within three (3) school days request a review be performed by a mutually agreed arbitrator with said parties and the Commack Administrators and Supervisors Association (CASA). The parties from the request for review the parties shall be furnished a list of retired administrators willing to conduct a review from the New York State Retired Supervisors and Administrators Association or any other organization that may maintain such a list. The list of names shall also include resume and fees. If the parties within five (5) business days cannot mutually agree upon the selection of the retired administrator the list shall be provided to the AAA for selection. The cost of the AAA will be borne equally by both parties. The fee for the review shall in no event exceed customary AAA arbitrator rates. The cost of the independent review shall be born equally by both parties.

F. The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented to the retired administrator for review within fifteen (15) business days after his/her selection. Upon completion of the review the retired administrator shall render a written advisory opinion within ten (10) business days after receipt of the evidence and arguments from both sides. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including but not limited to, adjustments to the principal improvement plan or other corrective actions.

G. Upon receipt of the advisory decision the Superintendent shall within five (5) school days review said advisory opinion and in his/her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the Superintendent or the Superintendent's administrative designee upon review of the advisory opinion shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

H. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties' collective bargaining agreement.

I. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

J. Effective upon separation of employment of the Superintendent of Schools presently employed by the district as of June 30, 2012, the advisory opinion contained in paragraph E above shall become final and binding in all regards and shall not be subject to review by the Superintendent, or at arbitration, or before any administrative agency or in any court of law.

K. This appeal shall sunset, becoming null and void in all regards on the close of business after the last appeal is finally determined for the 2012-13 School Year.

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.

This district will be using the Multi-Dimensional Model for evaluating administrators. All administrators will be trained in the Multi-Dimensional Model using BOCES trainers. Portions of our monthly administrative cabinet meetings will be devoted to sharing each other's school visitations and providing peer feedback.

In addition, administrators have been trained in CCLS and RTTT requirements by attending programs at BOCES and local universities:

Administrators have attended the following professional development workshops:

- > Mapping to the Core: Integrating the Common Core Standards Into Your School Curriculum K-12 by Heidi Hayes Jacobs – 2 days
- > Common Core State Standards ELA – 1 day
- > RTTT Common Core ELA – 2 days
- > Teacher Evaluation – 2 days
- > Common Core Standards Math – 1 day
- > School Data Inquiry Teams – 1 day
- > APPR Template Review – 3 days
- > RTTT Teacher Leader Evaluation Turnkey Training – 1 day
- > Introduction to Common Core Standards for History and the Social Sciences – 1 day
- > NWEA Presentation on APPR – Local Assessment Analysis and Evaluation Process – ½ day
- > Rethinking Education with RTI in Mind: Academic Success for Every Child – 1 day
- > NWEA Instructional Ladders Training – 2 days
- > Specific Considerations in Observing and Evaluating Teachers of ELL and SWD - 1 Day

In addition, administrators will attend teacher evaluation training sessions at BOCES or in-district; all administrators will be trained in the Danielson 2007 model as well as the Multi-dimensional model. The District will maintain records of all training provided to ensure that all training elements are in compliance with NYSED guidelines. The district will use the same process for recertifying the lead evaluators. The staff development for certification and recertification will include activities to ensure interrater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline	Checked
--	---------

prescribed by the Commissioner.

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 Thursday, May 03, 2012

Updated Friday, December 14, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/124493-3Uqgn5g9Iu/certification Dec 14 2012.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.

Commack UFSD
HEDI Calculation Example
(Appendix P)

The total points from 5 major components determine a teacher's Composite Score calculation and HEDI rating:

- Total points out of 20 for student achievement (Appendix B1). *If there is a State approved growth exam, this section will be out of 15 points and Appendix B2 will be used to determine the total composite points and HEDI calculation.*
- Total points out of 20 for student growth (Appendix B1). *If there is a State approved growth exam, this section will be out of 25 points and Appendix B2 will be used to determine the total composite points and HEDI calculation.*

(The above make up the first 40 points of the composite score based on the state guidelines.)

- Total points out of 22 converted from a possible 64 points acquired from a formal observation (Appendices C1-3).
- Total points out of 10 acquired from an informal observation (Appendix D).
- Total points out of 28 acquired from a teacher's Measures of Effective Teaching (MET) goals (Appendix F).

(The above 3 make up the second 60 points of the composite score based on the state guidelines.)

These 5 components are totaled on Appendix G-1 to calculate a teacher's total composite score and HEDI rating based on the NYSED guidelines. *If there is a State approved growth exam, Appendix G2 will be used.*

As an example:

- a) Assume a teacher had 70% of their student meet the required achievement scores on an approved year-end examination. Based on the HEDI chart (Appendix B-1) they would acquire **14** points toward their total composite score.
- b) Then assume the teacher had 78% of their students meet the required growth scores between the outlined pre- and post- examinations. Based on the HEDI chart (Appendix B-1) they would acquire **17** points toward their total composite score.
- c) When a teacher is formally observed they will be scored out of a total of 64 points based on the 4 Danielson domains using the "Teacher Formal Observation" form (Appendices C1-3). Assume a teacher scored 14.8 out of 16 points from Domain 1, 15.6 out of 16 from Domain 2, 18.6 out of 20 from Domain 3, and 11.6 out of 12 from Domain 4. This teacher would acquire a total observation score of 60.6 out of a total possible 64 points. Using the composite score multiplier of **.344**, this teacher would acquire **20.8** composite points toward their HEDI calculation. *(Calculated..... $60.6 \times .344 = 20.8$).* If more than 1 observation was conducted, the average of those score would be used.
- d) When a teacher is informally observed they will be scored out of a total of 10 points based on the 4 Danielson domains using the "Teacher Informal Observation" form (Appendices C1-3). During the informal observation a teacher will receive 2 points for meeting specific outlined aspects of the Danielson domains during the visitation for a

maximum of 10 points. Let's assume a teacher acquires **8** out of the 10 points toward their composite score.

- e) Lastly, each teacher will complete the "Measures of Effective Teaching" (MET) goals form (Appendix F) at the end of each year outlining the activities a teacher completed throughout the year that exemplify the aspects of an effective teacher. A maximum of 28 points can be obtained from this section. Assume a teacher acquires **24** of these points toward the composite and HEDI calculation.

Based on the assumptions above, a teacher's HEDI Composite score would be calculated as such, using the "Teacher Composite Score Calculation" form (Appendix G-1,2):

Teacher's Achievement Score	14
Teacher's Growth Score	17
Formal Observation	20.8
Informal Observation	8
Measures of Effective Teaching	24
<i>Total Composite Score</i>	83.8

Using the required State HEDI levels:

HEDI	Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

.....this teacher would achieve a HEDI Rating of..... **"EFFECTIVE."**

APPENDIX C

RUBRIC SCORING

COMPOSITE POINT TOTAL

The building principal's end of year evaluation shall consist of a total of **up to 150 raw points** (120 points assigned to the rubric (end year evaluation form (e.g. 30 sub-domains x 4 Highly Effective = 120) and 30 points assigned to submitted school documents) The principal will be assigned a final composite point total based upon his/her raw score following the conversion scale below:

CONVERSION SCALE

Raw Score	73-71	76-74	79-77	80-89	90-99	100-109	110-114	115-120	121-130	131-150
Scaled Score (points earned)	51	52	53	54	55	56	57	58	59	60
Raw Score	51-50	54-52	56-55	58-57	60-59	62-61	63-64	65-66	67-68	69-70
Scaled Score (points earned)	41	42	43	44	45	46	47	48	49	50
Raw Score	< / =35	41-36	43-42	45-44	47-46	49-48				
Scaled Score (points earned)	Raw Score	36	37	38	39	40				

If the principals rubric domain score (excluding the thirty (30) points for school documents) is 65 points or less the maximum points to be awarded to the school documents is set forth below:

65	29	59	23	53	17	47	11	41	5
64	28	58	22	52	16	46	10	40	4
63	27	57	21	51	15	45	9	39	3
62	26	56	20	50	14	44	8	38	2
61	25	55	19	49	13	43	7	37	1
60	24	54	18	48	12	42	6	36	1

**No points may be assigned to school documents if the rubric score is 35 or less

Commack UFSD
Local/State 20% HEDI Calculations
(Appendix B-1)

The below HEDI calculations on Appendix B can be used for two purposes:

- a. As a growth measurement – In this case, the HEDI rubric measures the percentage of students that show growth of at least 10% between the agreed upon pre- and post-examinations. For example, if a student scores a 50% on the pre-test, he/she must score at least a 55% on the post-test to show growth has been established. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on growth of 5% between the agreed upon pre- and post- examinations. In the case of NWEA testing, the growth score will be based on a locally developed growth model. For grades K-2 the HEDI rubric measures the percentage of students that show growth of at least three RIT points between the agreed upon pre- and post- examinations (fall and spring). For example, if a student scores a 185 RIT points on the pre-test, he/she must score at least a 188 RIT points on the post-test to show growth has been established. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on growth of two RIT points between the agreed upon pre- and post- examinations (fall and spring). For grade 3, the NWEA will be used as a predictor for performance on the New York State ELA and Math assessments. For example, if a student scores a RIT of 185, it is predicted that the student will score a level 2 on the state exam. For grade 3, the HEDI rubric measures the percentage of students that demonstrate growth by reaching or surpassing the targeted growth.
- b. As a measurement of achievement- In this case the HEDI rubric measures the percentage of students that score at least 65% or better on the specific examinations agreed upon to measure achievement. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on scoring at least 50% or better on the specific examinations agreed upon to measure achievement.

Local and State worth 20%	HEDI Points	Percent of students in targeted measurement
Highly Effective	20	95%-100%
	19	90%-94%
	18	80%-89%
Effective	17	77%-79%
	16	74%-76%
	15	72%-73%
	14	70%-71%
	13	68%-69%
	12	66%-67%
	11	64%-65%
	10	62%-63%
	9	60%-61%
Developing	8	55%-59%
	7	50%-54%
	6	45%-49%
	5	40%-44%
	4	35%-39%
	3	30%-34%
Ineffective	2	21%-29%
	1	11%-20%
	0	≤ 10%

Commack UFSD
Local 15% HEDI Calculations *
(Appendix B-2)

Local worth 15%	HEDI Points	Percent of students in targeted measurement
Highly Effective	15	90%-100%
	14	80%-89%
Effective	13	76%-79%
	12	72%-75%
	11	68%-71%
	10	66%-67%
	9	63%-65%
	8	60%-62%
	7	53%-59%
Developing	6	46%-52%
	5	41%-45%
	4	36%-40%
	3	30%-35%
	2	21%-29%
Ineffective	1	11%-20%
	0	≤ 10%

** State calculates HEDI scores for 25%*

APPENDIX E1 – Local 20% HEDI

Rating	Percent – Target Met	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	71-75	15
Effective	66-70	14
Effective	61-65	13
Effective	56-60	12
Effective	51-55	11
Effective	46-50	10
Effective	41-45	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

Commack UFSD
Local/State 20% HEDI Calculations
(Appendix B-1)

The below HEDI calculations on Appendix B can be used for two purposes:

- a. As a growth measurement – In this case, the HEDI rubric measures the percentage of students that show growth of at least 10% between the agreed upon pre- and post-examinations. For example, if a student scores a 50% on the pre-test, he/she must score at least a 55% on the post-test to show growth has been established. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on growth of 5% between the agreed upon pre- and post-examinations. In the case of NWEA testing, the growth score will be based on a locally developed growth model. For grades K-2 the HEDI rubric measures the percentage of students that show growth of at least three RIT points between the agreed upon pre- and post-examinations (fall and spring). For example, if a student scores a 185 RIT points on the pre-test, he/she must score at least a 188 RIT points on the post-test to show growth has been established. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on growth of two RIT points between the agreed upon pre- and post-examinations (fall and spring). For grade 3, the NWEA will be used as a predictor for performance on the New York State ELA and Math assessments. For example, if a student scores a RIT of 185, it is predicted that the student will score a level 2 on the state exam. For grade 3, the HEDI rubric measures the percentage of students that demonstrate growth by reaching or surpassing the targeted growth.
- b. As a measurement of achievement- In this case the HEDI rubric measures the percentage of students that score at least 65% or better on the specific examinations agreed upon to measure achievement. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on scoring at least 50% or better on the specific examinations agreed upon to measure achievement.

Local and State worth 20%	HEDI Points	Percent of students in targeted measurement
Highly Effective	20	95%-100%
	19	90%-94%
	18	80%-89%
Effective	17	77%-79%
	16	74%-76%
	15	72%-73%
	14	70%-71%
	13	68%-69%
	12	66%-67%
	11	64%-65%
	10	62%-63%
	9	60%-61%
	Developing	8
7		50%-54%
6		45%-49%
5		40%-44%
4		35%-39%
3		30%-34%
Ineffective	2	21%-29%
	1	11%-20%
	0	< 10%

Commack UFSD
Local 15% HEDI Calculations *
(Appendix B-2)

Local worth 15%	HEDI Points	Percent of students in targeted measurement
Highly Effective	15	90%-100%
	14	80%-89%
Effective	13	76%-79%
	12	72%-75%
	11	68%-71%
	10	66%-67%
	9	63%-65%
	8	60%-62%
Developing	7	53%-59%
	6	46%-52%
	5	41%-45%
	4	36%-40%
	3	30%-35%
Ineffective	2	21%-29%
	1	11%-20%
	0	< 10%

* State calculates HEDI scores for 25%

Commack UFSD
Local/State 20% HEDI Calculations
(Appendix B-1)

The below HEDI calculations on Appendix B can be used for two purposes:

- a. As a growth measurement – In this case, the HEDI rubric measures the percentage of students that show growth of at least 10% between the agreed upon pre- and post-examinations. For example, if a student scores a 50% on the pre-test, he/she must score at least a 55% on the post-test to show growth has been established. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on growth of 5% between the agreed upon pre- and post-examinations. In the case of NWEA testing, the growth score will be based on a locally developed growth model. For grades K-2 the HEDI rubric measures the percentage of students that show growth of at least three RIT points between the agreed upon pre- and post-examinations (fall and spring). For example, if a student scores a 185 RIT points on the pre-test, he/she must score at least a 188 RIT points on the post-test to show growth has been established. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on growth of two RIT points between the agreed upon pre- and post-examinations (fall and spring). For grade 3, the NWEA will be used as a predictor for performance on the New York State ELA and Math assessments. For example, if a student scores a RIT of 185, it is predicted that the student will score a level 2 on the state exam. For grade 3, the HEDI rubric measures the percentage of students that demonstrate growth by reaching or surpassing the targeted growth.
- b. As a measurement of achievement- In this case the HEDI rubric measures the percentage of students that score at least 65% or better on the specific examinations agreed upon to measure achievement. For students classified as ELL, poverty, or SWD (including IEP's and 504's), the rubric will be based on scoring at least 50% or better on the specific examinations agreed upon to measure achievement.

Local and State worth 20%	HEDI Points	Percent of students in targeted measurement
Highly Effective	20	95%-100%
	19	90%-94%
	18	80%-89%
Effective	17	77%-79%
	16	74%-76%
	15	72%-73%
	14	70%-71%
	13	68%-69%
	12	66%-67%
	11	64%-65%
	10	62%-63%
	9	60%-61%
Developing	8	55%-59%
	7	50%-54%
	6	45%-49%
	5	40%-44%
	4	35%-39%
	3	30%-34%
Ineffective	2	21%-29%
	1	11%-20%
	0	≤ 10%

Commack UFSD
Local 15% HEDI Calculations *
(Appendix B-2)

Local worth 15%	HEDI Points	Percent of students in targeted measurement
Highly Effective	15	90%-100%
	14	80%-89%
Effective	13	76%-79%
	12	72%-75%
	11	68%-71%
	10	66%-67%
	9	63%-65%
	8	60%-62%
	7	53%-59%
Developing	6	46%-52%
	5	41%-45%
	4	36%-40%
	3	30%-35%
	2	21%-29%
Ineffective	1	11%-20%
	0	≤ 10%

** State calculates HEDI scores for 25%*

APPENDIX E2 – Local 15% HEDI

Rating	Percent – Target Met	Overall Value
Highly Effective	94-100	15
Highly Effective	87-93	14
Effective	80-86	13
Effective	73-79	12
Effective	66-72	11
Effective	59-65	10
Effective	52-58	9
Effective	45-51	8
Developing	38-44	7
Developing	31-37	6
Developing	24-30	5
Developing	17-23	4
Developing	10-16	3
Ineffective	3-9	2
Ineffective	1-2	1
Ineffective	0	0

APPENDIX E1 – Local 20% HEDI

Rating	Percent – Target Met	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	71-75	15
Effective	66-70	14
Effective	61-65	13
Effective	56-60	12
Effective	51-55	11
Effective	46-50	10
Effective	41-45	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

Commack UFSD
“Developing” Teacher Improvement Plan
(Appendix H)
(Teachers, Counselors, Social Workers & Psychologists)

Teacher: _____
Department: _____
Administrator supervising TIP: _____
School Year TIP will take place: _____
TIP Completion date: _____

A. Teacher identifies specific areas to be improved in 3 (three) goals for school year.

1. 2. 3.

B. Recommendations from Administrator (Includes Timeline):

--

C. Resources to support improvement:

--

D. Evidence needed to demonstrate improvement:

--

E. Manner in which improvement will be assessed:

--

Three conference dates between administrator and teacher.

1. _____ 2. _____ 3. _____

Teacher: _____
Signature *Date*

Administrator: _____
Signature *Date*

TIP Lesson Plan Template
(Appendix I-2)

Class/Subject: _____ **Date/Time:** _____ **Prepared By:** _____

Overview & Purpose <i>What will be learned and why it is useful.</i>	Education Standards Addressed <i>What state standard this lesson satisfies.</i>
--	---

Objective(s) <i>(Specify skills/information that will be learned).</i>	Materials Needed <ul style="list-style-type: none">• Paper• Pencil• Others• Other Resources <i>(e.g. Web, books, etc.)</i>
Procedures <i>(Including motivation and/or anticipatory set, lesson activities, student activities, checking for understanding, and closure).</i>	
Plan for follow-up <i>(Opportunities for enrichment)</i>	
Additional Notes:	

APPENDIX F

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** 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 PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric. The attached forms will be used during the PIP plan.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be born by the District.

No later than November 15th shall the Superintendent meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at anytime, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition the above meetings with the Superintendent the building principal shall meet with the Assistant Superintendent in charge of Curriculum periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented on the attached form.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall **sunset** for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

Any PIP plan created for the 2012-13 school year must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES:** Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

- I. **TARGETED GOALS: AREAS FOR IMPROVEMENT**
 1. Student Performance and/or Engagement
 2. Supervision of Staff
 3. Fiscal Management
 4. Community Relations
- II. **EXPECTED OUTCOMES**

List of specific expectations related to targeted goals identified in Section I
- III. **RECOMMENDED RESOURCES/ACTIVITIES**
 1. List of specific activities related to targeted goals identified in Section I
 2. List specific materials, people, workshop to be used to support the PIP
 3. Identify the instrument or rubrics used to monitor progress
 4. Danielson video or online PD (*Educational Impact or ASCD*)
- IV. **EVIDENCE OF ACHIEVEMENT**
 1. Identify how progress will be measured and assessed
 2. Specify next steps to be taken based upon progress or lack thereof
- V. **TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**
 1. Identify dates for school visitations consistent with APPR Plan
 2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
 3. Identify dates for quarterly assessment of overall progress

Superintendent of Schools

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____

Assistant Supt. Signature _____ Date _____

Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	Summary of meeting (Superintendent or Assist Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____

Meeting #7

Date _____

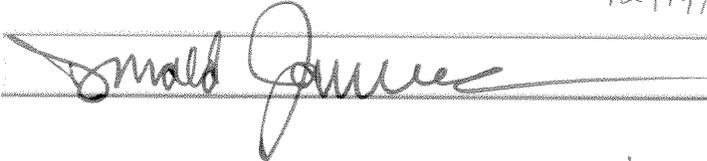
CAS Sample

- 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:

12/14/12



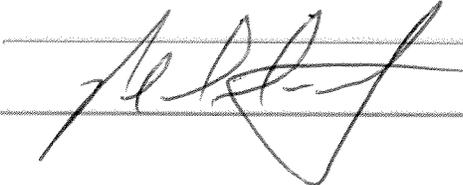
Teachers Union President Signature: Date:

12/14/12

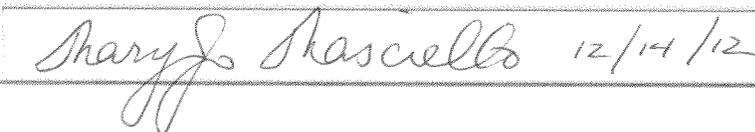


Administrative Union President Signature: Date:

12/14/12



Board of Education President Signature: Date:

 12/14/12