



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

Commissioner of Education
President of the University of the State of New York
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February 24, 2014

Revised

Eva J. Demyen, Superintendent
Deer Park Union Free School District
1881 Deer Park Avenue
Deer Park, NY 11729

Dear Superintendent Demyen:

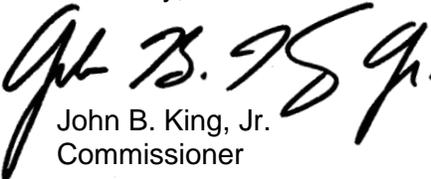
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Maureen Whitley

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, June 12, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580107030000

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

580107030000

1.2) School District Name: DEER PARK UFSD

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

DEER PARK UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, February 05, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In grades K-2 students' pretest scores from AIMSWEB will be compared to the final assessment score from AIMSweb and at least 70% of the students will achieve the nationally normed growth rate for AIMS Web in ELA. For gr 3, at least 70% of the students will meet their individualized growth targets as set by the teacher and principal using pre-assessment and historical baseline data. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data. HEDI points are awarded based on percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages of students from 70 to 84

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages of students below 55

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	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In grades K-2 students' pretest scores from AIMSweb will be compared to the final assessment score from AIMSweb and at least 70% of the students will achieve the nationally normed growth rate for AIMS Web in ELA. For gr 3, at least 70% of the students will meet their individualized growth targets as set by the teacher and principal using pre-assessment and historical baseline data. For ELL and SWD, individualized student growth targets will be set using pre-assessment data and historical academic data. HEDI points are awarded based on percentage of students meeting or exceeding individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages of students below 55

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	DPUFSD developed Gr 6 Science Assessment

7	District, regional or BOCES-developed assessment	DPUFSD developed Gr 7 Science Assessment
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	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Students' pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 30% growth. The individual growth target is 30% and growth is measured based on the difference between pre and post tests. Using the charts uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart. For grade 8 the preassessment will mirror the state assessment and a growth rate of 30% will also be used using raw scores. Our APPR committee has set the target. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers with percentages of students below 55

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	DPUFSD developed Gr 6 Soc Studies Assessment
7	District, regional or BOCES-developed assessment	DPUFSD developed Gr 7 Soc Studies Assessment
8	District, regional or BOCES-developed assessment	DPUFSD developed Gr 8 Soc Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Students' pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 30% growth. The 30% Growth target is set by the APPR committee and is found by taking the difference between pre and post tests. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data. Using the charts uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages of students below 55

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	DPUFSD developed Gr 9 Social studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Students' pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 30% growth. The 30% Growth target is set by the APPR committee and is found by taking the difference between pre and post tests. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data. Using the charts
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uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart..

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages of students below 55

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 30% growth. The 30% Growth target is set by the APPR committee and is found by taking the difference between pre and post tests. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data. Using the charts uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages of students below 55

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 30% growth. The 30% Growth target is set by the APPR committee and is found by taking the difference between pre and post tests. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data. Using the charts uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart. For students enrolled in common core courses the district will administer both NYS Integrated and NYS Common core Algebra Regents exams. Will be using the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages of students below 55

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
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Grade 9 ELA	District, regional or BOCES-developed assessment	DPUFSD developed Gr 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	DPUFSD developed Gr 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA 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 measuring student growth on the assessments listed for this Task.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Students' pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 30% growth. The 30% Growth target is set by the APPR committee and is found by taking the difference between pre and post tests. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data. Using the charts uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages of students below 55

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 courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific Math Assessment
All other secondary ELA courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific ELA Assessment
All other secondary Sci courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific Science Assessment
All other secondary SS courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific Social Studies Assessment
All Tech courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific Tech Assessment

All Business courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific Business Assessment
All Art Courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific Art Assessment
All PE and Health Courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific PE & Health Performance Assessment
All Music Courses	District, Regional or BOCES-developed	DPUFSD developed Course Specific Music Assessment
ESL Gr 11	State Assessment	NYS Comprehensive ELA Regents Assessment
All World Language Courses	District, Regional or BOCES-developed	WSBOCES developed Course Specific WL Assessment
ESL grades 3-8	State Assessment	Grade Specific NYS ELA State Assessment
Library Elementary k-5	State-approved 3rd party assessment	AIMS Web
All other ESL	State Assessment	NYSESLAT
Reading	State-approved 3rd party assessment	AIMS Web
Family and Consumer Science	District, Regional or BOCES-developed	DPUFSD developed Course Specific F&CS; Assessment
8th Grade Math Honors	State Assessment	NYS Integrated & Common Core Algebra Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Students' pretest scores will be compared to the final assessment score and at least 70% of the students are expected to show at least 30% growth. The 30% Growth target is set by the APPR committee and is found by taking the difference between pre and post tests. For ELL and SWD, individualized student growth targets will be set using preassessment data and historical academic data. Using the charts uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart. For grade 8 math honors for students enrolled in common core courses the district will administer both NYS Integrated and NYS Common core Algebra Regents exams. Will be using the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages of students from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages of students from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages of students from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages of students below 55

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/494409-TXEttx9bQW/Conversion for SLOs updated_1.docx

2.12) Locally Developed Controls

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

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

Adjustments will be made for those teachers of students with disabilities and ELL. Attachment above includes the added tables for students with disabilities and the adjustments made in percentages for inclusion students and self-contained students and ELL. The academic history of these students along with historical performance averages for these groups were used to set the percentage bands.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked

2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 10, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMS Web
5	4) State-approved 3rd party assessments	AIMS Web
6	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 6 ELA assessment
7	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 7 ELA assessment
8	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 8 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, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course of a teacher in grades 6-8, at least 70% of the teacher's students will achieve a 65 or better. In grades 4 and 5 at least 70% of the teachers' students will achieve at least the nationally normed achievement target for AIMS Web ELA. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55%

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMS Web
5	4) State-approved 3rd party assessments	AIMS Web
6	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 6 MATH assessment
7	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 7 MATH assessment
8	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 8 Math 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, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course of a teacher in grades 6-8, at least 70% of the teacher's students will achieve a 65 or better. In grades 4 and 5 at least 70% of the teachers' students will achieve at least the nationally normed achievement target for AIMS Web Math. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55%

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/494410-rhJdBgDruP/Conversion for 4-8 math and ELA updated_4.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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.	In grades K-3 at least 70% of the teachers' students will achieve at least the nationally normed achievement target for AIMS Web ELA. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement
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target.

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

Teachers achieving 85 - 100%

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

Teachers achieving 70 - 84%

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

Teachers achieving 55-69%

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

Teachers achieving below 55%

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.

In grades K-3 at least 70% of the teachers' students will achieve at least the nationally normed achievement target for AIMS Web Math. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.

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

Teachers achieving 85 - 100%

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

Teachers achieving 70 - 84%

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

Teachers achieving 55-69%

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

Teachers achieving below 55%

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 8 Science 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100% of their students scoring 65 or better on the final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84% of their students scoring 65 or better on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 6 Soc Studies assessment
7	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 7 Soc Studies assessment
8	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 8 Soc Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100% of their students scoring 65 or better on the final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84% of their students scoring 65 or better on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 9 Social Studies assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents Assessment

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100% of their students scoring 65 or better on the final assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84% of their students scoring 65 or better on the final assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% of their students scoring 65 or better on the final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% of their students scoring 65 or better on the final assessment.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Liv Env Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better except for Earth Science the percent of teacher's students will be 60%
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3.13, below.	and for Physics and chemistry the percent of teachers' students will be 50%. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100% - for Liv Env Teachers achieving 83-100 for Earth Science Teachers achieving 76-100 for chemistry or Physics
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84% for Liv Env Teachers achieving 60-82% for Earth Science Teachers achieving 50-75 for chemistry or Physics
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% for Liv Env Teachers achieving 45-59% for Earth Science Teachers achieving 30-49 for chemistry or Physics
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% for Liv Env Teachers achieving below 45% for Earth Science Teachers achieving below 30% for chemistry or Physics

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents Assessment & NYS Common Core Algebra Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Alg 2 Trig Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better on the NYS Regents. Except for Geometry will be 60% of teachers students and Alg II will be 50%. For students enrolled in
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common core courses the district will administer both NYS Integrated and NYS Common core Algebra Regents exams. Will be using the higher of the two scores for APPR purposes. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100% alg I Teachers achieving 83-100 for Geometry Teachers achieving 76-100 for Alg II
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84% Alg I Teachers achieving 60-82% for Geometry Teachers achieving 50-75 for Alg II
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69% for Alg I Teachers achieving 45-59% for Geometry Teachers achieving 30-49 for Alg II
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55% for Alg I Teachers achieving below 45% for Geometry Teachers achieving below 30% for Alg II

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better on the district developed assessment or Regents
---	--

assessment. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55%

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 Math Courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific Math Assessment
All Other ELA Courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific ELA Assessment
All Other Science Courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific Science Assessment
All Other SS Courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific Soc Studies Assessment
World Language Courses	5) District/regional/BOCES-developed	BOCES/Regionally developed Course Specific WL Assessment
ESL grade 11	3) Teacher specific achievement/growth score computed locally	NYS Comprehensive English Regents assessment
All Business Courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific Business Assessment
All Tech courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific Tech Assessment
All Art Courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific Art Assessment
All Music courses	5) District/regional/BOCES-developed	DPUFSD developed Course Specific Music Assessment

	d	
All PE and Health Courses	5) District/regional/BOCES–developed	DPUFSD developed Course Specific PE & Health Assessment
All Family and Consumer Sci courses	5) District/regional/BOCES–developed	DPUFSD developed Course Specific FCS Assessment
Library Elementary K-5	4) State-approved 3rd party	AIMS Web
Reading	4) State-approved 3rd party	AIMS Web
ESL grades 3-8	3) Teacher specific achievement/growth score computed locally	NYS ELA grade specific assessment
ESL all other grades	5) District/regional/BOCES–developed	DPUFSD developed Course Specific ESL Assessment
Gr 8 Math Honors	3) Teacher specific achievement/growth score computed locally	NYS Integrated Algebra Regents Assessment & NYS Common Core Algebra Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better or at least a performance level of 3 on a NYS assessment. for grade 8 math honors for students enrolled in common core courses the district will administer both NYS Integrated and NYS Common core Algebra Regents exams. Will be using the higher of the two scores for APPR purposes. HEIDI points are awarded to a teacher based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 70 - 84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 55-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving below 55%

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/494410-y92vNseFa4/Conversion for Others updated_3.docx

3.14) Locally Developed Controls

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

After analyzing past performance and academic history for student sub-groups: Those teachers of students with disabilities and ELL learners adjustments will be made to the percentages using attached tables. Adjustments will be made for inclusion classes and self-contained classes and ELL.

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 those teachers teaching multiple different courses the percentage will be proportionally calculated and one score will result. Multiple measures will be weighted proportionally based on the number of students covered by each measure and will result in a single 0-15 or 0-20 HEDI score.

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, February 05, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
--	----

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

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

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

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each element within the four domains of the Danielson rubric will receive a weighting for Highly Effective, Effective, Developing and Ineffective over the course of multiple observations. Domain I will total 14points, Domain II - 16 points, Domain III - 16 points and Domain IV 14 points. The highest frequency for each subcategory will be the rating used for each subcategory. For example, if a teacher received 5 H's and 4E's from various artifacts in subcategory 2b, then their final rating for category 2b will be H. Below please find the end of the year evaluation form that contains the tables with the weighting for each rating within each element. Multiple

evaluations will be combined to form a single HEDI rating and HEDI scores will be reported to the State in whole numbers.

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/5091/124106-eka9yMJ855/Teacher Evaluation SED_2.doc

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

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

Provide the ranges for the 60-point scoring bands.

Highly Effective	51-60
Effective	35-50
Developing	16-34
Ineffective	0-15

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

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

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

Independent evaluators

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

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

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
-------------	---

Informal/Short	1
----------------	---

Total	2
-------	---

By trained in-school peer teachers or other trained reviewers

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

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

Independent evaluators

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

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

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

- In Person

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, May 07, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	51-60
Effective	35-50
Developing	16-34
Ineffective	0-15

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, February 10, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/494413-Df0w3Xx5v6/TIP-Teacher Improvement Form.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:

Deer Park Union Free School District
TEACHER APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS*

Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing only.

WHAT MAY BE CHALLENGED IN AN APPEAL

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

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

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

TIMEFRAME FOR FILING APPEAL

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

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

All appeals shall be submitted directly to the Superintendent of schools.

TIMEFRAME FOR DISTRICT RESPONSE

Within 7 calendar days of receipt of an appeal, the school district member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal to the superintendent of schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the evaluator to the superintendent, and any and all additional information submitted with the response.

DECISION-MAKER ON APPEAL

Upon receipt of an appeal, the superintendent of schools will convene a committee consisting of two teachers (not from the school of the appellant), and two administrators (one district level and one building – not from building of appellant). A list of usable teachers will be compiled and maintained by the DPTA. A decision shall be rendered by the committee using all artifacts submitted by both the appellant and the evaluator. The superintendent and the DPTA president will be consulted in unison in the event any clarification is needed. If a stale-mate results the Superintendent will make the final decision. An appeal may not be decided by the same individual who was responsible for making the final rating decision. Members of the committee will remain anonymous and all information shall remain confidential.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

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

SECOND YEAR APPEALS – Shall follow the same process above but with a new committee

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

This appeal process will continue to be used until a new appeal process is renegotiated if need be.

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

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

This district has been using the Danielson model for observations and evaluation for the past eight years. Several years ago, all administrators received direct training from Charlotte Danielson. Again this year, to refresh our techniques as they apply to the updated 2011 rubric, a consultant from the Danielson group delivered instruction and training in the use of the model over three days of workshops. To ensure inter-rater reliability, administrators were required to observe numerous clips of teachers delivering instruction and rate them using the rubric. Observations were critiqued and supporting evidence fine tuned until 98% of the administrators were grading in unison. On a monthly basis, all administrators meet for a two hour professional development workshop where the sole focus is observation and evaluation techniques using the protocols established by the Danielson consultant. Administrators continue to observe clips of both novice and seasoned teachers, collect data and write up the observations. Peer groups have been established in the district whereby the team reviews each other's write-ups and provide feedback. They engage in formal and informal (walk-throughs) as a team of three. They do their write-ups separately and then meet as a team to provide feedback to each other. This also ensures rater reliability. Each summer all administrators also participate in a two day retreat focusing on the same theme of the observation/evaluation process along with techniques to improve the teaching/learning process. Ongoing training will aptly certify all of our administrators. At our summer retreats each summer, every administrator will be recertified by viewing and writing up observation clips.

Several of our administrators including the superintendent, as part of the RTT Network Team, have participated and will continue to participate in the training afforded by SED in Albany and have held and will hold refresher and trainings for all of our administrators in:

- Using the EngageNY website resources and videos
- "Bringing the Common Core to Life" - ½ day
- CCSS - Shifts in Instruction - ELA - ½ day
- CCSS - Shifts in Instruction - Math - ½ day
- School Based Inquiry/Data Driven Instruction - ½ day
- Teacher Evaluation – 2 hours
- Introduction (2 hours) to the use of the student growth percentile model and the value-added model – Administrators will attend upcoming workshops proposed by SED
- Network trainers will attend additional growth and value added workshops

Our administrators are also participating in all of the trainings that our local BOCES have been providing and participating in Webinars:

- Common Core Implementation sponsored by LEAF
- The Core Six Essential Strategies for Achieving Excellence
- School Based Inquiry Teams – 2 hours
- Data Driven Instruction – 2 hours
- Teacher Evaluation and APPR Framework – three days
- Using Formative Assessments aligned to the Common Core and State Standards – one day
- Application and use of AIMS web - ½ day
- Application and use of NWEA - - ½ day
- Application and use of NYSTART, BARS, SIRS – two days
- BOCES Workshop – SLOs – rules and regulations and samples - ½ day
- BOCES Workshop – SLOs – connecting them to classroom observations- ½ day
- BOCES Workshop – SLOs – developing teacher and principal SLOs – two days
- Webinar – Implementation Planning for the Common core Assessments – 1 hour
- Webinars (when available)- Specific considerations in evaluating teachers, principals of ELL and SWD
- On going LEAF Webinars - Serving Students with Disabilities: What Superintendents and Principals Need to Know – 1.5 hours

Additional training has also been conducted by the Superintendent and will be conducted on an on-going basis on:

- Update on the NYS Common core Assessments and PARCC
- Special Considerations in Assessing Teaching Effectiveness with Regard to Meeting the Needs of ELL and Special Ed students
- Understanding and infusing of NYS Teaching Standards and ISLLC Standards – two days
- Application and use of the Teacher and Principal Evaluation Rubrics – two days
- Application and use of final assessment data - ½ day
- Scoring methodology for all subcomponents- ½ day
- Application and use of portfolios and performance assessments- ½ day
- Evidence based observation techniques grounded in research as described in opening paragraphs. (2 hour monthly meetings after school day)

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Elementary K-2	State-approved 3rd party assessment	AIMS web

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The same locally selected measures will be used for all principals in the same or similar programs or grade configurations across the district.. In grades K-2 students' pretest scores from AIMSweb will be compared to the final assessment score from AIMSweb and at least 70% of the students will achieve the nationally normed growth rate for AIMS Web in ELA. For ELL and SWD, individualized student growth targets will be set by a district committee using preassessment data and historical academic data. Using the charts uploaded the percent of students who met or exceeded their growth target is calculated and then converted using the chart.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	percentages of 85-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	percentages of 84 to 70
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	percentages of 69 to 55
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	percentages below 55

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/12156/494414-lha0DogRNw/Conversion Principal SLO_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

No controls

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	AIMS Web
6-8	(d) measures used by district for teacher evaluation	DPUFSD developed Course Specific Assessments
9-12	(d) measures used by district for teacher evaluation	All Regents Exams and DPUFSD developed Course Specific Assessments

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 programs or grade configurations across the district. District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. On the final assessment for each course, at least 70% of the students will achieve a 65 or better. Using the charts uploaded the percent of students who met or exceeded their achievement target is calculated and then converted using the chart. For students enrolled in common core courses the district will administer both NYS Integrated and NYS Common core Algebra Regents exams. Will be using the higher of the two scores for APPR purposes.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages 85-100

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages 70-84
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages 55-69
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages below 55

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.

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

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

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

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

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

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

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

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

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 programs or grade configurations across the district. At least 70% of the students in the principals building will achieve the proficiency level on AIMS web. HEIDI points are awarded to a principal based on the percentage of students meeting or exceeding the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages 85-100
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages 70-84
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages 55-69
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	percentages below 55

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.

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8.3) Locally Developed Controls

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

no controls

8.4) Principals with More Than One Locally Selected Measure

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

All principals will have one local measure. Passing rates will be determined by building. This will be an aggregate of all core academic subjects rates taken from all of the local assessemnts. All scores reported to the State will be whole numbers.

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)

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

See the attached form PR Template and Principal Evaluation form below. Scores from multiple observations, site visits and artifacts will be combined to form one HEDI score and reported to the State in Whole numbers. The highest frequency for each subcategory will be the rating used for each subcategory. For example, if a principal received 5 H's and 4E's from various artifacts in subcategory 2b, then their final rating for category 2b will be H. The 60 point portion does contain decimal values. The final rating for all sections will be rounded to a whole number. Rounding will not move a principal from one scoring band to the next. Below please find the end of the year evaluation form that contains the tables with the weighting for each rating within each element.

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

<assets/survey-uploads/12205/494416-pMADJ4gk6R/Principal Evaluation.doc>

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

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.

Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.
Ineffective: Overall performance and results do not meet standards.	Unsatisfactory performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	50-56
Developing	37-49
Ineffective	0-36

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

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Updated Wednesday, February 05, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	50-56
Developing	37-49
Ineffective	0-36

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, February 14, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/494418-Df0w3Xx5v6/PIP-Principal Improvement Plan_1.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:

Deer Park Union Free School District

PRINCIPAL APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS*

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

WHAT MAY BE CHALLENGED IN AN APPEAL

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

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

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

TIMEFRAME FOR FILING APPEAL

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

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

All appeals shall be submitted directly to the Superintendent of schools.

TIMEFRAME FOR DISTRICT RESPONSE

Within 7 calendar days of receipt of an appeal, the school district member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal to the superintendent of schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the evaluator to the superintendent, and any and all additional information submitted with the response.

DECISION-MAKER ON APPEAL

Upon receipt of an appeal, the superintendent of schools will convene a committee consisting of two members of the DPAA unit (not from the school of the appellant) and two assistant superintendents. A decision shall be rendered by the committee using all artifacts submitted by both the appellant and the evaluator. If a stale-mate results, a mutually agreed upon independent third party will make the final decision. An appeal may not be decided by the same individual who was responsible for making the final rating decision. Members of the committee will remain anonymous and all information confidential.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

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

SECOND YEAR APPEALS – Shall follow the same process above but with a new committee

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

This appeal process remains in effect until another is negotiated if needed.

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

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

The lead evaluators of principals are the superintendent and assistant superintendents. Periodically we engage in activities where we co-observe principals and administrators and then debrief on our findings and ratings using our evaluation tool. The three of us discuss our differences if any and then return to observe again until we reach consensus. This process is repeated often to ensure inter-rater reliability over time. The three of us continue to also participate in workshops for Leader Effectiveness offered through our local BOCES, list of trainings are below This district has been using the Danielson model for observations and evaluation for the past eight years. Several years ago, all administrators received direct training from Charlotte Danielson. This year, again, to refresh our techniques as they apply to the updated 2011 rubric, a consultant from the Danielson group delivered instruction and training in the use of the model over three days of workshops. To ensure inter-rater reliability, administrators were required to observe numerous clips of teachers delivering instruction and rate them using the rubric. Observations were critiqued and supporting evidence fine tuned until 98% of the administrators were grading in unison. On a monthly basis, all administrators meet for a two hour professional development workshop where the sole focus is observation and evaluation techniques using the protocols established by the Danielson consultant. Administrators continue to observe clips of both novice and seasoned teachers, collect data and write up the observations. Peer groups have been established in the district whereby the team reviews each other's write-ups and provide feedback. They engage in formal and informal (walk-throughs) as a team of three. They do their write-ups separately and then meet as a team to provide feedback to each other. This also ensures rater reliability. Each summer all administrators also participate in a two day retreat focusing on the same theme of the observation/evaluation process along with techniques to improve the teaching/learning process. The training that has transpired this year will aptly certify all of our administrators. At our summer retreats each summer, every administrator will be recertified by viewing and writing up observation clips.

- Using the EngageNY website resources and videos
- "Bringing the Common Core to Life" - ½ day
- CCSS - Shifts in Instruction - ELA - ½ day
- CCSS - Shifts in Instruction - Math - ½ day
- School Based Inquiry/Data Driven Instruction - ½ day
- Teacher Evaluation – 2 hours
- Introduction (2 hours) to the use of the student growth percentile model and the value-added model – Administrators will attend upcoming workshops proposed by SED
- Network trainers will attend additional growth and value added workshops

Our administrators are also participating in all of the trainings that our local BOCES have been providing and participating in Webinars:

- Common Core Implementation sponsored by LEAF
- The Core Six Essential Strategies for Achieving Excellence
- School Based Inquiry Teams – 2 hours
- Data Driven Instruction – 2 hours
- Teacher Evaluation and APPR Framework – three days
- Using Formative Assessments aligned to the Common Core and State Standards – one day
- Application and use of AIMS web - ½ day
- Application and use of NWEA - - ½ day
- Application and use of NYSTART, BARS, SIRS – two days
- BOCES Workshop – SLOs – rules and regulations and samples - ½ day
- BOCES Workshop – SLOs – connecting them to classroom observations- ½ day
- BOCES Workshop – SLOs – developing teacher and principal SLOs – two days
- Webinar – Implementation Planning for the Common core Assessments – 1 hour
- Webinars (when available)- Specific considerations in evaluating teachers, principals of ELL and SWD
- LEAF Webinar - Serving Students with Disabilities: What Superintendents and Principals Need to Know – 1.5 hours

Additional training has also been conducted by the Superintendent on:

- Update on the NYS Common core Assessments and PARCC
- Special Considerations in Assessing Teaching Effectiveness with Regard to Meeting the Needs of ELL and Special Ed students - Dr. Joan Daly-Lewis
- Understanding and infusing of NYS Teaching Standards and ISLLC Standards – two days
- Application and use of the Teacher and Principal Evaluation Rubrics – two days
- Application and use of final assessment data - ½ day
- Scoring methodology for all subcomponents- ½ day
- Application and use of portfolios and performance assessments- ½ day
- Evidence based observation techniques grounded in research as described in opening paragraphs. (2 hour monthly meetings after school day)

This district has been using the Multidimensional Model for administrator evaluation for the past three years. As part of our monthly and summer professional development, all administrators have participated in interactive activities and webinars. These workshops engaged them in the development of goals and targets for each domain. Each administrator, each year, has also collected artifacts in a portfolio that demonstrate their performance in each domain. Administrators meet with their evaluator three times a year: First to review targets for the year, second to review progress towards target/goals, thirdly, to present their portfolio reviewing and supporting artifacts produced in each domain supporting their rating for each domain. The ISLLC standards were introduced two years ago and has been the basis for all administrative leadership activities in the district.

In addition to all of the aforementioned trainings and workshops above the lead evaluators of principals have received additional training in:

- LEAF – ISLLC Standards and use of rubric – two days
- LEAF – Follow –up – ISLLC Standards and use of rubric – two days
- LEAF – LCI – Dr. G. Martin-Kniep – Principal Evaluation – Collecting Evidence and Setting Goals – one day
- LEAF Webinar – follow-up to LCI workshop – 1.5 hours
- Monthly rating exercises using rubrics – 2 hours each

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, February 14, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/494419-3Uqgn5g9Iu/Certification 2.14.14.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Table 1 - Percentage to Points Conversion (20) - SLO²							
HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses in this category		71	10	2 – For all courses requiring a SLO			
		70	9				

Table 2a - Percentage to Points Conversion (20) - SLO– Adjusted for SWD & ELL*							
HE 100-83 20-18		E 82-60 17-9		D 59-45 8-3		I 44-0 2-0	
100-95	20	82-80	17	59-56	8	44-40	2
94-90	19	79-77	16	55-53	7	39-35	1
89-83	18	76-74	15	52-50	6	34-0	0
		73-71	14	49-47	5		
		70-68	13	46	4		
		67-66	12	45	3		
		65-64	11				
		63-62	10				
		61-60	9				*ELL & Inclusion Classes

**Table 2b - Percentage to Points Conversion (20) - SLO–
Adjusted for SWD****

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
		53-52	10				
		51-50	9			**Self Contained	

Table 3 (20) - Local*– Gr 4-5 ELA & Math Percentage to Points Conversion 70% of Teacher’s students will achieve the nationally normed growth rate for AIMS Web							
HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses in this category		71	10	*Used in conjunction with 20pt Growth Measure			
		70	9				

Table 3(15) - Local³- Gr 4-5 ELA & Math Percentage to Points Conversion 70% of Teacher’s students will achieve the nationally normed growth rate for AIMS Web							
HE 100-85 15-14		E 84-70 13-8		D 69-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	69-65	7	54-50	2
91-85	14	79-75	12	64-60	6	49-40	1
		74-73	11	59-58	5	39-0	0
		72	10	57-56	4		
For ALL grades and courses with VA (25)		71	9	55	3		
		70	8	3 – Used in conjunction with VA 25pt when it becomes available			

**Table 3a(20) Local - Gr 4-5 ELA & Math Percentage to Points Conversion –
60% of Teacher’s students will achieve the nationally normed growth rate for
AIMS Web Adjusted for SWD& ELL***

HE 100-83 20-18		E 82-60 17-9		D 59-45 8-3		I 44-0 2-0	
100-95	20	82-80	17	59-56	8	44-40	2
94-90	19	79-77	16	55-53	7	39-35	1
89-83	18	76-74	15	52-50	6	34-0	0
		73-71	14	49-47	5		
		70-68	13	46	4		
		67-66	12	45	3		
		65-64	11				
		63-62	10				
		61-60	9			*ELL & Inclusion Classes used in conjunction with 20 pt growth measure	

**Table 3a(15) Local - Gr 4-5 ELA & Math Percentage to Points Conversion–
60% of Teacher’s students will achieve the nationally normed growth rate for
AIMS Web**

Adjusted for SWD & ELL*

HE 100-83 15-14		E 82-60 13-8		D 59-45 7-3		I 44-0 2-0	
100-92	15	82-78	13	59-55	7	44-40	2
91-83	14	77-73	12	54-50	6	39-35	1
		72-69	11	49-48	5	34-0	0
		68-65	10	47-46	4		
		64-61	9	45	3		
		60	8			*ELL & Inclusion Classes Used in conjunction with VA 25pt when it becomes available	

**Table 3b(20) Local - Gr 4-5 ELA & Math Percentage to Points Conversion–
50% of Teacher’s students will achieve the nationally normed growth rate for
AIMS Web Adjusted for SWD****

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
		53-52	10				
		51-50	9			**Self Contained used in conjunction with 20pt growth measure	

**Table 3b(15) Local - Gr 4-5 ELA & Math Percentage to Points Conversion–
50% of Teacher’s students will achieve the nationally normed growth rate for
AIMS Web Adjusted for SWD****

HE 100-76 15-14		E 75-50 13-8		D 49-30 7-3		I 29-0 2-0	
100-87	15	75-70	13	49-45	7	29-16	2
86-76	14	69-65	12	44-40	6	15-6	1
		64-60	11	39-35	5	5-0	0
		59-55	10	34-32	4		
		54-53	9	31-30	3		
		52-50	8			**Self Contained Used in conjunction with VA 25pt when it becomes available	

Table 4 (20) - Local*– Gr 6-8 ELA & Math Percentage to Points Conversion 70% of Teacher’s students will achieve at least 65							
HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses in this category		71	10	*Used in conjunction with 20pt growth measure			
		70	9				

Table 4(15) - Local³- Gr 6-8 ELA & Math Percentage to Points Conversion At least 70% of Teacher’s students will achieve at least 65							
HE 100-85 15-14		E 84-70 13-8		D 69-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	69-65	7	54-50	2
91-85	14	79-75	12	64-60	6	49-40	1
		74-73	11	59-58	5	39-0	0
		72	10	57-56	4		
For ALL grades and courses with VA (25)		71	9	55	3		
		70	8	3 – Used in conjunction with VA 25pt when it becomes available			

**Table 4a(20) Local - Gr 6-8 ELA & Math Percentage to Points Conversion –
At least 60% of Teacher’s students will achieve at least 65**

Adjusted for SWD& ELL*

HE 100-83 20-18		E 82-60 17-9		D 59-45 8-3		I 44-0 2-0	
100-95	20	82-80	17	59-56	8	44-40	2
94-90	19	79-77	16	55-53	7	39-35	1
89-83	18	76-74	15	52-50	6	34-0	0
		73-71	14	49-47	5		
		70-68	13	46	4		
		67-66	12	45	3		
		65-64	11				
		63-62	10				
		61-60	9			*ELL & Inclusion Classes Used in conjunction with 20pt growth measure	

**Table 4a(15) Local - Gr 6-8 ELA & Math Percentage to Points Conversion–
At least 60% of Teacher’s students will achieve at least 65**

Adjusted for SWD & ELL*

HE 100-83 15-14		E 82-60 13-8		D 59-45 7-3		I 44-0 2-0	
100-92	15	82-78	13	59-55	7	44-40	2
91-83	14	77-73	12	54-50	6	39-35	1
		72-69	11	49-48	5	34-0	0
		68-65	10	47-46	4		
		64-61	9	45	3		
		60	8			*ELL & Inclusion Classes Used in conjunction with VA 25pt when it becomes available	

**Table 4b(20) Local - Gr 6-8 ELA & Math Percentage to Points Conversion–
At least 50% of Teacher’s students will achieve at least 65**

Adjusted for SWD**

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
		53-52	10				
		51-50	9				
							**Self Contained Used in conjunction with 20pt growth measure

**Table 4b(15) Local - Gr 6-8 ELA & Math Percentage to Points Conversion–
At least 50% of Teacher’s students will achieve at least 65**

Adjusted for SWD**

HE 100-76 15-14		E 75-50 13-8		D 49-30 7-3		I 29-0 2-0	
100-87	15	75-70	13	49-45	7	29-16	2
86-76	14	69-65	12	44-40	6	15-6	1
		64-60	11	39-35	5	5-0	0
		59-55	10	34-32	4		
		54-53	9	31-30	3		
		52-50	8				
							**Self Contained Used in conjunction with VA 25pt when it becomes available

**Table 5(20) Local² – 70% of Teacher’s Students will achieve at least a 65
Or
70% of teacher’s students will achieve at least the nationally normed
achievement target for AIMS Web**

HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
For ALL grades and courses not otherwise specified		71	10	2 – Used in conjunction with 20 pt growth measure or SLO			
		70	9				

**Table 5a(20) Local - 60% of Teacher’s Students will achieve at least a 65 –
Or
60% of teacher’s students will achieve at least the nationally normed
achievement target for AIMS Web**

Adjusted for SWD & ELL*

HE 100-83 20-18		E 82-60 17-9		D 59-45 8-3		I 44-0 2-0	
100-95	20	82-80	17	59-56	8	44-40	2
94-90	19	79-77	16	55-53	7	39-35	1
89-83	18	76-74	15	52-50	6	34-0	0
		73-71	14	49-47	5		
		70-68	13	46	4		
		67-66	12	45	3		
		65-64	11				
For ALL grades and courses not otherwise specified		63-62	10				
		61-60	9			*ELL & Inclusion Classes Used in conjunction with 20 pt growth measure or SLO	

**Table 5b(20) Local - 50% of Teacher's Students will achieve at least a 65 –
Or
50% of teacher's students will achieve at least the nationally normed
achievement target for AIMS Web
Adjusted for SWD****

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
For ALL grades and courses not otherwise specified		53-52	10				
		51-50	9			**Self Contained	Used in conjunction with 20 pt growth measure or SLO

Table 6(20) Local - 60% of Teacher's Students will achieve at least a 65 -- Geometry and Earth Science							
HE 100-83 20-18		E 82-60 17-9		D 59-45 8-3		I 44-0 2-0	
100-95	20	82-80	17	59-56	8	44-40	2
94-90	19	79-77	16	55-53	7	39-35	1
89-83	18	76-74	15	52-50	6	34-0	0
		73-71	14	49-47	5		
		70-68	13	46	4		
		67-66	12	45	3		
		65-64	11			Use with 20 pt SLO or growth	
		63-62	10				
		61-60	9				

Table 8(20) Local² – 70% of Teacher's Students will achieve at least a 90 AP World, AP USHG, AP Eng Comp							
HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
		71	10	2 – For use with 20 pt SLO			
		70	9				

**Table 7(20) Local - 50% of Teacher's Students will achieve at least a 65 --
 Geometry Inclusion, Earth Sci Inclusion, Algebra II, Chemistry & Physics
 For Geometry Honors & Earth Sci H 50% of students will achieve at least 80
 Chem H, Physics H & Alg II H 50% of students will achieve at least 75**

HE 100-76 20-18		E 75-50 17-9		D 49-30 8-3		I 29-0 2-0	
100-90	20	75-73	17	49-46	8	29-16	2
89-81	19	72-69	16	45-42	7	15-6	1
80-76	18	68-66	15	41-38	6	5-0	0
		65-63	14	37-34	5		
		62-60	13	33-31	4		
		59-57	12	30	3		
		56-54	11				
		53-52	10				
		51-50	9				
						Use with 20 pt growth or SLO	

Name: _____ School: _____ Dept: _____ June _____

DEER PARK SCHOOLS ~ END OF YEAR EVALUATION ~ TEACHERS

(REVISED SEPTEMBER 2011) RATINGS: HE = HIGHLY EFFECTIVE; E = EFFECTIVE; D = DEVELOPING; I = INEFFECTIVE

I. PLANNING AND PREPARATION:

- A. Demonstrates knowledge of content and pedagogy
- B. Demonstrates knowledge of students
- C. Sets instructional outcomes
- D. Demonstrates knowledge of resources
- E. Designs coherent instruction
- F. Designs student assessments

14	HE	E	D	I
A				
B				
C				
D				
E				
F				

COMMENTS _____

II. THE CLASSROOM ENVIRONMENT:

- A. Creates an environment of respect and rapport
- B. Establishes a culture for learning
- C. Manages classroom procedures
- D. Manages student behavior
- E. Organizes physical space

16	HE	E	D	I
A				
B				
C				
D				
E				

COMMENTS _____

III. INSTRUCTION:

- A. Communicates with students
- B. Uses questioning & discussion techniques
- C. Engages students in learning
- D. Uses assessment in instruction
- E. Demonstrates flexibility and responsiveness

16	HE	E	D	I
A				
B				
C				
D				
E				

COMMENTS _____

IV. PROFESSIONAL RESPONSIBILITIES:

- A. Reflecting on teaching
- B. Maintaining accurate records
- C. Communicating with families
- D. Participating in a professional community
- E. Growing and developing professionally
- F. Showing professionalism

14	HE	E	D	I
A				
B				
C				
D				
E				
F				

COMMENTS _____

THIS REPORT REPRESENTS OUR BEST JUDGMENT OF YOU AND THE QUALITY OF YOUR SERVICES DURING THE PERIOD OF TIME SPENT IN OBSERVING HOW WELL YOU IMPLEMENTED YOUR PROFESSIONAL RESPONSIBILITIES FOR YOURSELF AND THE DEER PARK SCHOOL SYSTEM.

SIGNED _____
(PRINCIPAL)

DATE _____

I HAVE REVIEWED THIS REPORT AND I HAVE BEEN GIVEN THE OPPORTUNITY TO DISCUSS IT WITH MY PRINCIPAL. MY SIGNATURE DOES NOT NECESSARILY MEAN I AGREE WITH THE REPORT.

SIGNED _____
(TEACHER)

DATE _____

**Page 2 for Grade 4-8 Classroom teachers of ELA and Mathematics 2011-2012
And for Teachers 2012-13 onward with No Value Added Score**

Ratings for Domains I and IV				
14	H	E	D	I
A	2.33	2.15	1.7	0
B	2.33	2.15	1.7	0
C	2.33	2.15	1.7	0
D	2.33	2.15	1.7	0
E	2.33	2.15	1.7	0
F	2.33	2.15	1.7	0

Ratings for Domains II and III				
16	H	E	D	I
A	3.2	3	2.5	0
B	3.2	3	2.5	0
C	3.2	3	2.5	0
D	3.2	3	2.5	0
E	3.2	3	2.5	0

Totals from Domains	
I	
II	
II	
IV	
Total	

Score from above (60 total)	
Locally Selected Growth Measure (20)	
Growth on State Assessments or SLO (20 from SED)	
Overall Composite Score	
Performance Level HE, E, D, I	

HEDI Rating	Growth or SLO (20)	Locally Selected (20)	Other Measures	Overall Composite Score
Highly Effective	18-20	18-20	51-60	91-100
Effective	9-17	9-17	35-50	75-90
Developing	3-8	3-8	16-34	65-74
Ineffective	0-2	0-2	0-15	0-64

THIS REPORT REPRESENTS OUR BEST JUDGMENT OF YOU AND THE QUALITY OF YOUR SERVICES DURING THE PERIOD OF TIME SPENT IN OBSERVING HOW WELL YOU IMPLEMENTED YOUR PROFESSIONAL RESPONSIBILITIES FOR YOURSELF AND THE DEER PARK SCHOOL SYSTEM.

SIGNED _____
(PRINCIPAL)

DATE _____

I HAVE REVIEWED THIS REPORT AND I HAVE BEEN GIVEN THE OPPORTUNITY TO DISCUSS IT WITH MY PRINCIPAL. MY SIGNATURE DOES NOT NECESSARILY MEAN I AGREE WITH THE REPORT.

SIGNED _____
(TEACHER)

DATE _____

Deer Park Union Free School District

T.I.P – (Teacher Improvement Plan)*

Goals to improve teacher performance

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

Teacher _____

Date _____

Subject/Grade _____ School _____ Administrator _____

1. What does the teacher need to change?

1.

2. What evidence will demonstrate that the teacher has changed?

1.

3. What is the time frame in which the change must occur?

1.
2.

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

1.

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

1.
2.
3.
4.

6. What resources, guidance, follow-up will be provided for the teacher?

1.

(Continued on back)

Table 9- Percentage to Points Conversion (20) - SLO

Principal

HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
		71	10				
		70	9				

Table 10 - Percentage to Points Conversion (15) - Local Principal							
HE 100-85 15-14		E 84-70 13-8		D 69-55 7-3		I 54-0 2-0	
100-92	15	84-80	13	69-65	7	54-50	2
91-85	14	79-75	12	64-60	6	49-40	1
		74-73	11	59-58	5	39-0	0
		72	10	57-56	4		
		71	9	55	3		
		70	8	Used when VA becomes available			

Table 11 - Percentage to Points Conversion (20) - Local Principal							
HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
		71	10				
		70	9				

**Table 11 - Percentage to Points Conversion (20) - Other Local
Principal**

HE 100-85 20-18		E 84-70 17-9		D 69-55 8-3		I 54-0 2-0	
100-95	20	84-83	17	69-67	8	54-50	2
94-90	19	82-81	16	66-64	7	49-40	1
89-85	18	80-79	15	63-61	6	39-0	0
		78-77	14	60-58	5		
		76-75	13	57-56	4		
		74-73	12	55	3		
		72	11				
		71	10				
		70	9				

Principal: _____ School: _____ Date: _____

MPPR-Multidimensional Professional Performance Review (60 Points)

DOMAIN 1 – SHARED VISION OF LEARNING						
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.						
XX out of SIX points			HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission						
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement						
Evidence:						

DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM						
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.						
XX out of FIFTEEN points			HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment						
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time						
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies						
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement						
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program						
Evidence:						

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.							
XX out of TWELVE points				HE	E	D	I
A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership							
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety							
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems							
D. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – time allocation							
Evidence:							

DOMAIN 4 - COMMUNITY							
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.							
XX out of NINE points				HE	E	D	I
A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment							
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement							
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – family and caregiver involvement							
Evidence:							

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS							
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.							
XX out of SIX points				HE	E	D	I

A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students				
Evidence:				

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
XX out of THREE points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates				
Evidence:				

DOMAIN 7 – GOALS SETTING AND ATTAINMENT				
XX out of NINE points	HE	E	D	I
A. Uncovering Goals – Align, Define				
B. Strategic Planning – Prioritize, Strategize				
C. Taking Action – Mobilize, Monitor, Refine				
D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps				
Evidence:				

Principal: _____ **School:** _____

Growth Factor or SLO (25 OR 20)	Local Measure (20 OR 15)	MPPR Score (60)	Overall Composite Score	Overall Heidi Rating

	<u>MPPR</u>	<u>Overall</u>
Highly Effective	57 -60	91-100
Effective	50 - 56	75-90
Developing	37- 49	65-74
Ineffective	0-36	0-64

I have reviewed this document: _____ (signature)

Date: _____

Evaluation conducted by _____ (signature)

MPPR - Point Distribution for Each Domain

D1 6pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0

D3 12pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0
D	3	2.85	2.6	0

D5 6pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0

D6 3pts	HE	E	D	I
A	1.5	1.35	1.1	0
B	1.5	1.35	1.1	0

D2 15pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0
D	3	2.85	2.6	0
E	3	2.85	2.6	0

D4 9pts	HE	E	D	I
A	3	2.85	2.6	0
B	3	2.85	2.6	0
C	3	2.85	2.6	0

D7 9pts	HE	E	D	I
A	2.25	2.1	1.6	0
B	2.25	2.1	1.6	0
C	2.25	2.1	1.6	0
D	2.25	2.1	1.6	0

Deer Park Union Free School District

P.I.P – (Principal Improvement Plan)*

Goals to improve principal performance

This form is to be used when a principal a developing or ineffective rating on the year end evaluation.

Principal _____ **School** _____ **Date** _____

1 What does the principal need to change?

1.

2. What evidence will demonstrate that the principal has changed?

1.

3. What is the time frame in which the change must occur?

1.
2.

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

1.

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

1.

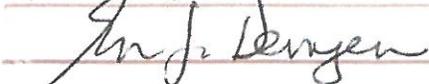
6. What resources, guidance, follow-up will be provided for the principal?

1.

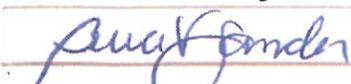
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators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

Signatures, dates

Superintendent Signature: Date:

 2-14-14

Teachers Union President Signature: Date:

 2-14-14

Administrative Union President Signature: Date:

 2-14-14

Board of Education President Signature: Date:

 2-14-14

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

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

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

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

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

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

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