



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 29, 2012

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

Dear Superintendent Demyen:

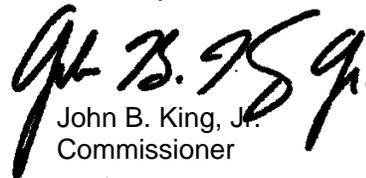
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification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

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Thomas Rogers

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Wednesday, August 22, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, May 02, 2012

Updated Wednesday, August 22, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Students' pretest scores will be compared to the final assessment score and at least 70% of the students will achieve the nationally

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	normed growth rate for AIMS Web in ELA or 70% of the students will show at least a 10% growth between the preassessment and the grade 3 NYS assessment for grade 3 ELA
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages 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 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 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 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' pretest scores will be compared to the final assessment score and at least 70% of the students will achieve the nationally normed growth rate for AIMS Web in MATH or 70% of the students will show at least a 10% growth between the preassessment and the grade 3 NYS assessment for grade 3 Math
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages 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 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 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 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 level Science State Standards Assessment
7	District, regional or BOCES-developed assessment	DPUFSD developed Gr 7 level Science State Standards Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers with percentages 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 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 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 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 Soc Studies Assessment Gr 6 level based on State Standards
7	District, regional or BOCES-developed assessment	DPUFSD developed Soc Studies Assessment Gr 7 level based on State Standards
8	District, regional or BOCES-developed assessment	DPUFSD developed Soc Studies Assessment Gr 8 level based on State Standards

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed 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
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	expected to show at least 30% growth
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 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 Social studies Assessment Gr 9 Global 1 based on State Standards

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed 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
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 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
Grade 9 ELA	District, regional or BOCES-developed assessment	DPUFSD developed ELA Gr 9 level Common Core Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	DPUFSD developed ELA Gr 10 level Common Core Assessment
Grade 11 ELA	Regents assessment	ELA Regents grade 11

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed 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
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 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 Math Assessment Mixed Gr level based on Common Core
All other secondary ELA courses	District, Regional or BOCES-developed	DPUFSD developed ELA Assessment Mixed Gr level based on Common Core
All other secondary Sci courses	District, Regional or BOCES-developed	DPUFSD developed Science Assessment Mixed Gr level based on State Standards or Common Core when available
All other secondary SS courses	District, Regional or BOCES-developed	DPUFSD developed Soc Studies Assessment Mixed Gr level based on State Standards or Common Core when available
All Tech courses	District, Regional or BOCES-developed	DPUFSD developed Tech Assessment Mixed Gr level based on State Standards or Common Core when available
All Business courses	District, Regional or BOCES-developed	DPUFSD developed Business Assessment Mixed Gr level based on State Standards or Common Core when available
All Art Courses	District, Regional or BOCES-developed	DPUFSD developed Art Performance Assessment Mixed Gr level based on State Standards
All PE and Health Courses	District, Regional or BOCES-developed	DPUFSD developed PE & Health Performance Assessment Mixed Gr level based on State Standards
All Music Courses	District, Regional or BOCES-developed	DPUFSD developed Music Performance Assessment Mixed Gr level based on State Standards
ESL Gr 11	State Assessment	ELA Regents Grade 11
All World Language Courses	District, Regional or BOCES-developed	Regionally/BOCES developed WL Assessment Mixed Gr level based on State Standards
ESL grades 3-8	State Assessment	Gr level ELA State Assessment
Library Elementary k-5	State-approved 3rd party assessment	AIMS Web
Speech	District, Regional or BOCES-developed	DPUFSD developed Speech Performance Assessment Mixed Gr level
Reading	State-approved 3rd party assessment	AIMS Web
Family and Consumer Science	District, Regional or BOCES-developed	DPUFSD developed F&CS Assessment Mixed Gr level based on State Standards
Library Secondary 6-12	State Assessment	HS ELA Regents, 6-8 ELA Assessment
ESL all other grades	District, Regional or BOCES-developed	DPUFSD developed EIA Assessment grade appropriate final based on Core Curriculum

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	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
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2.11, below.	to the final assessment score and at least 70% of the students are expected to show at least 30% growth
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers with percentages from 85 to 100
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers with percentages from 70 to 84
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers with percentages from 55 to 69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers with percentages 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/5364/124071-TXEttx9bQW/Conversion for SLOs updated.docx

2.12) Locally Developed Controls

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

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

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

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

Updated Wednesday, August 22, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 using Common Core

7	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 7 ELA assessment using Common Core
8	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 8 ELA assessment using Common Core

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.
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% of their students scoring 65 or better on the final assessment.
Developing (3 - 7 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.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 based on Common Core
7	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 7 MATH assessment based on Common Core
8	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 8 MATH assessment based on Common Core

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.
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% of their students scoring 65 or better on the final assessment.
Developing (3 - 7 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.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/124112-rhJdBgDruP/Conversion for 4-8 math and ELA updated.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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.
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 85 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.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	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.
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.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 6 Science assessment based on NYS Standards
7	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 7 Science assessment based on NYS Standards
8	5) District, regional, or BOCES–developed assessments	DPUFSD developed Gr 8 Science assessment Science based on NYS Standards

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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	DPUFSD gr 9 Global 1 assessment based on NYS Standards
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents Grade 10

American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents Grade 11
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For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Liv Env Regents Grade 9
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Grade 10
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Grade 11
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Grade 11 or 12

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers achieving 85 - 100% 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 70 - 84% of their students scoring 65 or better on the final assessment.
Effective (9 - 17points) Results meet 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.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Alg 1 Regents Grade 9
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Grade 10
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Alg 2 Trig Regents Grade 11

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	On the final assessment for each course of a teacher, at least 70% of the teacher's students will achieve a 65 or better.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	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.

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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.
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.

3.12) 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 Math mixed grade level assessment based on Common Core
All Other ELA Courses	5) District/regional/BOCES-developed	DPUFSD developed ELA mixed grade level assessment based on Common Core
All Other Science Courses	5) District/regional/BOCES-developed	DPUFSD developed Science mixed grade level Final NYS Standards Based
All Other SS Courses	5) District/regional/BOCES-developed	DPUFSD developed Soc Studies mixed grade level Final NYS Standards Based
World Language Courses	5) District/regional/BOCES-developed	BOCES/Regionally developed WL mixed grade level Final NYS Standards Based
ESL grade 11	3) Teacher specific achievement/growth score computed locally	Regents ELA grade 11
All Business Courses	5) District/regional/BOCES-developed	DPUFSD developed Business mixed grade level Final NYS Standards Based
All Tech courses	5) District/regional/BOCES-developed	DPUFSD developed Tech mixed grade level Final Assessment NYS Standards Based with rubric
All Art Courses	5) District/regional/BOCES-developed	DPUFSD developed Art mixed grade level Performance Assessment NYS Standards Based with rubric
All Music courses	5) District/regional/BOCES-developed	DPUFSD developed Music mixed grade level Performance Assessment NYS Standards Based with rubric
All PE and Health Courses	5) District/regional/BOCES-developed	DPUFSD developed PE & Health mixed grade level Performance Assessment NYS Standards Based with rubric
All Family and Consumer Sci courses	5) District/regional/BOCES-developed	DPUFSD developed FCS mixed grade level Final Assessment NYS Standards Based with rubric
Library Elementary K-5	4) State-approved 3rd party	AIMS Web

Reading	4) State-approved 3rd party	AIMS Web
Speech	5) District/regional/BOCES-developed	DPUFSD developed Speech mixed grade level Performance Assessment NYS Standards Based with rubric
ESL grades 3-8	3) Teacher specific achievement/growth score computed locally	Gr Level ELA NYS Assessment
Library Secondary	5) District/regional/BOCES-developed	DPUFSD developed ELA mixed grade level Final Assessment Common Core Based
ESL all other grades	5) District/regional/BOCES-developed	DPUFSD developed ELA mixed grade level Final Assessment Common Core Based

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.
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.

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

(No response)

3.13) HEDI Tables or Graphics

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

and upload that file here.

assets/survey-uploads/5139/124112-y92vNseFa4/Conversion for Others updated.docx

3.14) Locally Developed Controls

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

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.

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 Wednesday, May 02, 2012

Updated Wednesday, August 22, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (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 (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each element within the four domains of the Danielson rubric will receive a weighting for Highly Effective, Effective, Developing and Ineffective. Domain I will total 14 points, Domain II - 16 points, Domain III - 16 points and Domain IV 14 points. 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.

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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 03, 2012

Updated Friday, June 01, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 03, 2012

Updated Wednesday, June 13, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/124110-Df0w3Xx5v6/TIP-Teacher Improvement Form_1_4.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 is effective for the length of the APPR plan which is one year, 2012-2013. The appeals process shall be reviewed every year before June of each year of the APPR plan. This appeals process shall expire on June 30, 2013.*

6.4) Training and Certification of Lead Evaluators and Evaluators

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

This district has been using the Danielson model for observations and evaluation for the past seven years. Several years ago, all administrators received direct training from Charlotte Danielson. 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 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.

Two of our administrators, as part of the RTT Network Team, have participated in the training afforded by SED in Albany and have turn-keyed all of our administrators in:

- *"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 with Paul Bambrick-Santoyo - ½ day*
- *Teacher Evaluation with Albert Duffy – 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 when they become available and turn-key all administrators.*

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

- *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 May 16- Serving Students with Disabilities: What Superintendents and Principals Need to Know – 1.5 hours*

Additional training has also been conducted by the Superintendent on:

- *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	Checked

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 08, 2012

Updated Wednesday, August 22, 2012

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

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

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

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

3-5
6-8
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
HS grades 9-12	District, regional, or BOCES-developed	DPUFD developed assessments previously listed in section 2 or NYS Regents listed
Elementary K-2	State-approved 3rd party assessment	AIMS Web ELA and Math

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The 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 principal's school will show at least a 10% growth for grades k-5 and a 30% growth for grades 6-12 between the preassessment and final assessment.
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/5365/126370-lha0DogRNw/Conversion Principal SLO updated.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

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

8. Local Measures (Principals)

Created Tuesday, May 08, 2012

Updated Wednesday, August 22, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	AIMS Web
6-8	(d) measures used by district for teacher evaluation	All previously listed assessments in section 3 for these grade levels
9-12	(d) measures used by district for teacher evaluation	All previously listed assessments in section 3 for these grade levels

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 tSTUDENTS in the principals building will achieve a 65 or better on the final assessment or state exam
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.

assets/survey-uploads/5366/126392-qBFVOWF7fC/Conversion Principal Local updated.docx

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	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 a 65 or better on the final assessment
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.

assets/survey-uploads/5366/126392-T8MIGWUVm1/Conversion Principal Other Local_2.docx

8.3) Locally Developed Controls

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

no 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.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, May 03, 2012

Updated Tuesday, August 28, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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

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

assets/survey-uploads/5143/124113-pMADJ4gk6R/Principal Evaluation for 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 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	56.8-60
Effective	50.3-56.7
Developing	37-50.2
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)

Created Tuesday, May 08, 2012

Updated Tuesday, August 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	56.8-60
Effective	50.3-56.7
Developing	37-50.2
Ineffective	0-36

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 03, 2012

Updated Wednesday, June 13, 2012

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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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/124116-Df0w3Xx5v6/PIP-Principal Improvement Form_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 is effective for the length of the APPR plan which is one year, 2012-2013. The appeals process shall be reviewed every year before June of each year of the APPR plan. This appeals process shall expire on June 30, 2013.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

This district has been using the Danielson model for observations and evaluation for the past seven years. Several years ago, all administrators received direct training from Charlotte Danielson. 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 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.

Two of our administrators, as part of the RTT Network Team, have participated in the training afforded by SED in Albany and have turn-keyed all of our administrators in:

- "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 with Paul Bambrick-Santoyo - ½ day
- Teacher Evaluation with Albert Duffy – 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 when they become available and turn-key all administrators.

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

- 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 May 16- Serving Students with Disabilities: What Superintendents and Principals Need to Know – 1.5 hours

Additional training has also been conducted by the Superintendent on:

- 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 two 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 – Dr. Joseph Murphy and Dr. Robert McClure – two days*
- *LEAF – Follow-up – ISLLC Standards and use of rubric – Dr. Joseph Murphy and Dr. Robert McClure – 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*

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 Wednesday, May 02, 2012

Updated Tuesday, August 28, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/124103-3Uqgn5g9Iu/DPUFSD Certification Updated 2.pdf](assets/survey-uploads/5581/124103-3Uqgn5g9Iu/DPUFSD%20Certification%20Updated%202.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	

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 _____

DISTRIBUTION: FIRST COPY - TEACHER SECOND COPY - PRINCIPAL THIRD COPY - RATER FOURTH COPY - PERSONNEL

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 _____

**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	40-0	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	40-0	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	

		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 5(15) Local³ - 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 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	40-0	0
		72	10	57-56	4		
For ALL grades and courses not otherwise specified		71	9	55	3		
		70	8	3 – Used in conjunction with 25 pt VA when available			

**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 5a (15) 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 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		
For ALL grades and courses not otherwise specified		64-61	9	45	3		
		60	8			*ELL & Inclusion Classes for use when VA available	

Table 5b(15) 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 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
For ALL grades and courses not otherwise specified		59-55	10	34-32	4		
		54-53	9	31-30	3	**Self Contained for use when VA available	
		52-50	8				

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(15) Local - 60% of Teacher's Students will achieve at least a 65 -- Geometry and Earth Science							
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			Use when VA available	

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 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	

**Table 7(15) 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 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					
							Use when VA available	

**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 8(15) Local³ - 70% of Teacher’s Students will achieve at least a 90
AP World, AP USHG, AP Eng Comp**

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	40-0	0
		72	10	57-56	4		
		71	9	55	3		
		70	8	Use when VA available			

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	56.8 -60	91-100
Effective	50.3-56.7	75-90
Developing	37-50.2	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

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) - 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				

Deer Park Union Free School District
Eva J. Demyen, Superintendent

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.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Eva J. Demayo 8/28/12

Teachers Union President Signature: Date:

Bruce J. Gaudin 8/28/12

Administrative Union President Signature: Date:

Paul ... 8/28/12

Board of Education President Signature: Date:

[Signature] 8/28/12