



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

Commissioner of Education  
President of the University of the State of New York  
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November 29, 2012

Dr. Lisa Brady, Superintendent  
Dobbs Ferry Union Free School District  
505 Broadway  
Dobbs Ferry, NY 10522

Dear Superintendent Brady:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, June 07, 2012

Updated Monday, November 05, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 660403030000

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

*660403030000*

#### 1.2) School District Name: DOBBS FERRY UFSD

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

*DOBBS FERRY UFSD*

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

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, June 07, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Dobbs Ferry Kindergarten ELA Writing Assessment
1	District, regional, or BOCES-developed assessment	Dobbs Ferry First Grade ELA Writing Assessment
2	District, regional, or BOCES-developed assessment	Dobbs Ferry Second Grade ELA Writing Assessment

	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

For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.  80% or more students met or exceeded the determined growth target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable and appropriate student academic growth consistent with expectations during the school year.  55-79% of students met or exceeded the determined growth target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is not consistent with expectations during the school year.  30-54% of students met or exceeded the determined growth target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.  0-29% of students met or exceeded the determined growth target

## 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	District, regional, or BOCES-developed assessment	Dobbs Ferry Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Dobbs Ferry First Grade Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Dobbs Ferry Second Grade Mathematics Assessment
	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.	For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students
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	meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.  80% or more students met or exceeded the determined growth target
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## 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	Dobbs Ferry Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	Dobbs Ferry Seventh Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.  80% or more students met or exceeded the determined growth target
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is not consistent with expectations during the school year.  30-54% of students met or exceeded the determined growth target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.  0-29% of students met or exceeded the determined growth target

## 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	Dobbs Ferry Sixth Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Dobbs Ferry Seventh Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Dobbs Ferry Eighth Grade Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.  0-29% of students met or exceeded the determined growth target

## 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	Dobbs Ferry Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.  0-29% of students met or exceeded the determined growth target

## 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.	For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11
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Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable and appropriate student academic growth consistent with expectations during the

school year.

55-79% of students met or exceeded the determined growth target

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

The work of the teacher results in student academic growth that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined growth target

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

The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined growth target

## 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.

For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11

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

The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.

80% or more students met or exceeded the determined growth target

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

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

The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined growth target

## 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	Dobbs Ferry Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Dobbs Ferry Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS English Regents

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

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

For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11

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The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.

80% or more students met or exceeded the determined growth target

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

The work of the teacher results in acceptable and appropriate student academic growth consistent with expectations during the school year.

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## 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 courses ending in a NYS Regents Exam	State Assessment	Grade and Subject Appropriate New York State Regents Exams
K-12 Art	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
K-12 Physical Education	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
K-12 LOTE	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
9-12 Social Studies not included above	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
9-12 Mathematics not included above	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
9-12 Science not included above	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
9-12 ELA not included above	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
K-12 Health	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
K-12 Music	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments
All others not named above	District, Regional or BOCES-developed	Dobbs Ferry Developed Grade and Subject Specific Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.  80% or more students met or exceeded the determined growth target
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable and appropriate student academic growth consistent with expectations during the school year.  55-79% of students met or exceeded the determined growth target
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that is not consistent with expectations during the school year.  30-54% of students met or exceeded the determined growth target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.  0-29% of students met or exceeded the determined growth target

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/5364/139777-TXEttx9bQW/Growth on Comparable Measures\_1.doc*

## 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.

*As part of its' ongoing practice, the Dobbs Ferry Union Free School District engages in a systematic and comprehensive review of available assessment data both local and regional, across multiple State identified student groups. The result of that data analysis has and will continue to be the establishment of student growth and achievement targets that reflect high expectations for students' academic achievement, proven effective instructional practices, and quality assessments, both formative and summative that serve to empower teachers and inform instruction on an ongoing basis. The process is collaborative and includes both general and special education teachers, building administrators and District level personnel. Participants in the data review process receive ongoing professional development in effective strategies and methodologies for examining student data and setting measurable targets for student academic progress. The construction of growth targets for growth portion of a teacher's APPR will reflect our commitment to this process and to the establishment of student learning targets that reflect current levels of achievement and support continued growth and reflect a clear rationale for their establishment. Adherence to this transparent process will mitigate any potentially problematic incentives inherent in the process.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, June 06, 2012

Updated Monday, November 26, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Developed Grade 4 English Language Arts Assessment
5	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Developed Grade 5 English Language Arts Assessment

6	5) District, regional, or BOCES—developed assessments	Dobbs Ferry Developed Grade 6 English Language Arts Assessment
7	5) District, regional, or BOCES—developed assessments	Dobbs Ferry Developed Grade 7 English Language Arts Assessment
8	5) District, regional, or BOCES—developed assessments	Dobbs Ferry Developed Grade 8 English Language Arts Assessment

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p> <p>The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined achievement</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.</p> <p>55-79% of students met or exceeded the determined achievement target</p>

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Developed Grade 4 Mathematics Assessment
5	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Developed Grade 5 Mathematics Assessment
6	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Developed Grade 6 Mathematics Assessment
7	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Developed Grade 7 Mathematics Assessment
8	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Developed Grade 8 Mathematics Assessment

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.

For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement

target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.

See 3.13

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.

80% or more students met or exceeded the determined achievement

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement target

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the teacher results in student academic achievement that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 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/5139/139772-rhJdBgDruP/Locally Selected Measures.doc*

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Grade K English Language Arts Assessment

1	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Grade 1 English Language Arts Assessment
2	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Grade 2 English Language Arts Assessment
3	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Grade 3 English Language Arts Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.</p> <p>For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.</p> <p>See 3.13</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined achievement</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.</p> <p>55-79% of students met or exceeded the determined achievement target</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic achievement not consistent with expectations during the school year.</p>

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Kindergarten Mathematics Assessment
1	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Grade 1 Mathematics Assessment
2	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Grade 2 Mathematics Assessment
3	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Grade 3 Mathematics Assessment

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

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

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

For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.

For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the

teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.

See 3.13

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

The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.

80% or more students met or exceeded the determined achievement

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

The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement target

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

The work of the teacher results in student academic achievement not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 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	Dobbs Ferry Sixth Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Seventh Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Eighth Grade Science Assessment

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

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

For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.

For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.

See 3.13

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

The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.

80% or more students met or exceeded the determined achievement

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

The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement target

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

The work of the teacher results in student academic achievement that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 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
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6	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Sixth Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Seventh Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Eighth Grade Social Studies Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.</p> <p>For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.</p> <p>See 3.13</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined achievement</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.</p> <p>55-79% of students met or exceeded the determined achievement target</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic achievement that is not consistent with expectations during the school year.</p>

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 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	Dobbs Ferry Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Dobbs Ferry American History Assessment

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

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

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

For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.

For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments.

Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.

See 3.13

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

The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.

80% or more students met or exceeded the determined achievement

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

The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement target

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

The work of the teacher results in student academic achievement that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 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	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Physics Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.</p> <p>See 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined achievement</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.</p> <p>55-79% of students met or exceeded the determined achievement target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student academic achievement that is not consistent with expectations during the school year.</p> <p>30-54% of students met or exceeded the determined achievement target</p> <p>The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.</p> <p>0-29% of students met or exceeded the determined achievement target</p>

### 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	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Dobbs Ferry Algebra 2 Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.</p> <p>For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.</p> <p>See 3.13</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined</p>

	achievement
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.  55-79% of students met or exceeded the determined achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that is not consistent with expectations during the school year.  30-54% of students met or exceeded the determined achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.  0-29% of students met or exceeded the determined achievement target

### 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	Dobbs Ferry ELA Grade 9 Final Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Dobbs Ferry ELA Grade 10 Final Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Dobbs Ferry ELA Grade 11 Final Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on
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end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.

For the 2012 -2013 school year, teachers who do not receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.

See 3.13

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

The work of the teacher results in extraordinary student academic achievement beyond expectations during the school year.

80% or more students met or exceeded the determined achievement

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

The work of the teacher results in acceptable and appropriate student achievement consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement target

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

The work of the teacher results in student academic achievement that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

### 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
K - 12 Art	5) District/regional/BOCES-developed	Dobbs Ferry Grade Specific K-12 Art Assessments

K- 12 Physical Education	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific K-12 Physical Education Assessment
K -12 LOTE	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific K-12 LOTE Assessments
9-12 Social Studies not included above	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific 9-12 Social Studies Assessments
9-12 Mathematics not include above	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific 9-12 Mathematics Assessments
9-12 Science not included above	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific 9-12 Science Assessments
9-12 ELA not included above	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific 9-12 ELA Final Assessments
K- 12 Health	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific K-12 Health Assessments
K-12 Music	5) District/regional/BOCES–developed	Dobbs Ferry Grade Specific K-12 Music Assessments
All others not named above	5) District/regional/BOCES–developed	Dobbs Ferry Locally Developed Grade and Subject Specific Assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and based upon a review of available student assessment data. Targets must be consistent across classes.</p> <p>For the 2012 -2013 school year, teachers who do not</p>
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receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting a proficiency achievement target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals based on a review of available assessment data. Targets must be consistent across classes.

See 3.13

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

The work of the teacher results in extraordinary student academic achievement and/or growth beyond expectations during the school year.

80% or more students met or exceeded the determined achievement

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

The work of the teacher results in acceptable and appropriate student achievement and/or growth consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement target

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

The work of the teacher results in student academic achievement and/or growth that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement target

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

The work of the teacher does not result in acceptable student achievement and/or growth that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement target

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/5139/139772-y92vNseFa4/Locally Selected Measures\_2.doc*

### 3.14) Locally Developed Controls

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

*As part of its' ongoing practice, the Dobbs Ferry Union Free School District engages in a systematic and comprehensive review of available assessment data both local and regional, across multiple State identified student groups. The result of that data analysis has and will continue to be the establishment of student growth and achievement targets that reflect high expectations for students' academic achievement, proven effective instructional practices, and quality assessments, both formative and summative that serve to empower teachers and inform instruction on an ongoing basis. The process is collaborative and includes both general and special education teachers, building administrators and District level personnel. Participants in the data review process receive ongoing professional development in effective strategies and methodologies for examining student data and setting measurable targets for student academic progress. The construction of growth and achievement targets for local Measure portion of a teacher's APPR will reflect our commitment to this process and to the establishment of student learning targets that reflect current levels of achievement and support continued growth and reflect a clear rationale for their establishment. Adherence to this transparent process will mitigate any potentially problematic incentives inherent in the process.*

### 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.

*Each locally selected measure will be weighted proportionately based on the number of students assessed. The scores from each measure will combine into one overall locally selected measure score.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, June 07, 2012

Updated Wednesday, November 28, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (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]	60
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	(No response)

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.

*Points will be assigned holistically based on the results of formal and informal classroom observations, and a review of teacher and classroom artifacts. See uploaded attachment.*

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.	To achieve the rating of Highly Effective in the Other Measures category a teacher must earn between 58.01-60 points on the Danielson Rubric (Revised 2011) by demonstrating overall performance that surpass the New York State teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	To achieve the rating of Effective in Other Measures category a teacher must earn between 56.01-58 points on the Danielson Rubric (Revised 2011) by demonstrating overall performance that is consistent with the New York State teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To achieve the rating of Developing in the Other Measures category a teacher must earn between 49.01-56 points on the Danielson Rubric (Revised 2011) by demonstrating overall performance that is in need of improvement to be consistent with the New York State teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To achieve the rating of Ineffective in Other Measures category a teacher must earn between 0-49 points on the Danielson Rubric (Revised 2011) by demonstrating overall performance that consistently fails to meet the New York State teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58.01-60
Effective	56.01-58
Developing	49.01-56
Ineffective	0-49

#### 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	2
4.6) Observations of Probationary Teachers   Enter Total	4

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?

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, June 14, 2012

Updated Monday, November 05, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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, June 07, 2012

Updated Monday, November 05, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/139854-Df0w3Xx5v6/TIP Teacher Improvement Plan Update 2 27 12.DOC](#)

### 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:

#### *Step 1: Meeting with Lead Evaluator*

*A teacher who receives an ineffective, developing, or effective rating on his/her total composite score and wishes to appeal the rating should:*

- *Schedule an appointment with the lead evaluator within 5 business days of receiving the summative evaluation document. The*

teacher appealing the rating should also notify the DFUT grievance chair of his /her plans to meet with the lead evaluator.

- The lead evaluator must meet with the teacher appealing the rating within 5 business days after receiving the appointment request.
- If a satisfactory agreement is not reached between the lead evaluator and the teacher requesting the appeal, the teacher may choose to move to Step 2. If a Satisfactory agreement cannot be reached between the teacher and lead evaluator the teacher may send the appeal request to the Appeals Committee within 48 hours of the conclusion of the meeting with the lead evaluator.

#### Step 2: Appeals Committee

- A committee comprised of DFUT designees will meet to decide if the appeal has merit to move forward to the Superintendent.
- The Committee will convene within 10 business days of receiving the request.
- The Committee will base their decision on the presentation of evidence by the teacher filing the appeal to support his/her appeal.
- If the Committee finds sufficient evidence for an appeal, the appeal moves forward to the Superintendent.
- The Committee will attach their recommendation to the appeal.
- If the Committee does not find sufficient evidence to move the appeal forward, they will inform the teacher filing the appeal of their decision.
- The decision of the Appeals Review Board is binding and irrevocable.
- If a significant number of appeals are submitted to the Appeals Committee for review, the Appeals Committee has the right to prioritize the appeals to be heard in the following manner: Ineffective will be heard first; followed by Developing; followed by Effective.

Within 10 business days the Committee will make a final decision on whether or not to move the the appeal forward to the Superintendent for review.

#### Step 3: Final Appeal

- Within 10 business days of receiving the Appeals Committee Recommendation, the Superintendent shall issue his or her decision.
- The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

## 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.

All evaluators of teacher performance will receive training in the use of the Danielson Framework for Teaching rubric (Revised 2011). Training will occur using the Teachscape Framework for Teaching online proficiency Training System. This training tool provides evaluators with over 17 hours of instruction in the use of the rubric and includes assessments that ensure accuracy and inter-rater reliability. In addition, evaluators will participate in regional training opportunities throughout the school year as scheduled through local BOCES centers.

Lead Evaluators, will be certified and recertified by participating in Network Team Lead Evaluator Training offered through Putnam Nothen Westchester BOCES, in addition to the ongoing training noted above.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
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## 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
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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
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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
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# 7. Growth on State Assessments or Comparable Measures (Principals)

Created Monday, June 11, 2012

Updated Tuesday, September 11, 2012

## Page 1

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

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

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

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

Elementary K-5
Middle School 6-8
High School 9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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.	SLO results do not apply to Dobbs Ferry principals for the 2012 - 2013 school year. All will receive NYSED value added scores.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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.

*(No response)*

#### 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 response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Monday, June 11, 2012

Updated Tuesday, October 09, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(b) results for students in specific performance levels	NYS ELA Assessments
6-8	(b) results for students in specific performance levels	NYS ELA Assessments
9-12	(g) % achieving specific level on Regents or alternatives	NYS Global History Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For the 2012 -2013 school year, principals who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target. Achievement and/or growth targets will be set in consultation between the principal(s) and district superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in extraordinary student academic achievement and/or growth beyond expectations during the school year.  80% or more students met or exceeded the determined achievement or growth target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in acceptable and appropriate student achievement and/or growth consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement or growth target

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The work of the principal results in student academic achievement and/or growth that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement or growth target

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

The work of the principal does not result in acceptable student achievement and/or growth that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement or growth target

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/5366/141344-qBFVOWF7fC/Principals Local Measure Summary\\_1.doc](#)

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For the 2012 -2013 school year, principals who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target. Achievement and/or growth targets will be set in consultation between the principal(s) and district superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in extraordinary student academic achievement and/or growth beyond expectations during the school year.

80% or more students met or exceeded the determined achievement or growth

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

The work of the principal results in acceptable and appropriate student achievement and/or growth consistent with expectations during the school year.

55-79% of students met or exceeded the determined achievement or growth target

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

The work of the principal results in student academic achievement and/or growth that is not consistent with expectations during the school year.

30-54% of students met or exceeded the determined achievement or growth target

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

The work of the principal does not result in acceptable student achievement and/or growth that is consistent with determined expectations during the school year.

0-29% of students met or exceeded the determined achievement or growth target

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/5366/141344-T8MIGWUVm1/Principals Local Measure Summary\_1.doc*

### 8.3) Locally Developed Controls

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

*As part of its' ongoing practice, the Dobbs Ferry Union Free School District engages in a systematic and comprehensive review of available assessment data both local and regional, across multiple State identified student groups. The result of that data analysis has and will continue to be the establishment of student growth and achievement targets that reflect high expectations for students' academic achievement, proven effective instructional practices, and quality assessments, both formative and summative that serve to empower teachers and inform instruction on an ongoing basis. The process is collaborative and includes both general and special education teachers, building administrators and District level personnel. Participants in the data review process receive ongoing professional development in effective strategies and methodologies for examining student data and setting measurable targets for student academic progress. The construction of growth and achievement targets for local Measure portion of a teacher's APPR will reflect our commitment to this process and to the establishment of student learning targets that reflect current levels of achievement and support continued growth and reflect a clear rationale for their establishment. Adherence to this transparent process will mitigate any potentially problematic incentives inherent in the process.*

## 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.

*Each locally selected measure will be weighted proportionally based on the number of students assessed. The scores for each measure will combine into one overall locally selected measure score.*

## 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 Monday, June 11, 2012

Updated Friday, November 09, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*See attachment.*

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/5143/141349-pMADJ4gk6R/Revised Principals Other Measures Summary.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.	To achieve a rating of Highly Effective in the Other Measures category a Principal must earn between 57.01-60 points on the Multi Dimensional Principal Performance rubric by demonstrating overall performance that surpasses the 2008 ISLLC Leadership Standards
Effective: Overall performance and results meet standards.	To achieve a rating of Effective in the Other Measures category a Principal must earn between 53.01-57 points on the Multi Dimensional Principal Performance rubric by demonstrating overall performance that is consistent with the 2008 ISLLC Leadership Standards
Developing: Overall performance and results need improvement in order to meet standards.	To achieve a rating of Developing in the Other Measures category a Principal must earn between 47.01-53 points on the Multi Dimensional Principal Performance rubric by demonstrating overall performance that is in need of improvement to be consistent with the 2008 ISLLC Leadership Standards
Ineffective: Overall performance and results do not meet standards.	To achieve a rating of Ineffective in the Other Measures category a Principal must earn between 0-47 points on the Multi Dimensional Principal Performance rubric by demonstrating overall performance that consistently fails to meet the 2008 ISLLC Leadership Standards

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57.01-60
Effective	53.01-57
Developing	47.01-53

## 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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, June 18, 2012

Updated Tuesday, September 11, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	55-60
Effective	42-54
Developing	30-41
Ineffective	0-29

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 Monday, June 11, 2012

Updated Thursday, June 28, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/141346-Df0w3Xx5v6/PIP Principal Improvement Plan Update 2 27 12.DOC](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Appeals Process*

*A. A principal who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her APPR rating based upon a paper submission to an appointed designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses an appropriate administrative certification.*

*B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as*

prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within fourteen calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during said fourteen day period that the principal is on vacation. In the case of a PIP appeal, there shall be a second fourteen calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during said fourteen day period that the principal is on vacation.

D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal.

E. The Superintendent's administrative designee shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent, so long as the decision is made within the timeframe set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

## 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.

All evaluators of principals performance will receive training in the use of the Multi Dimensional Principal Performance rubric. Training will occur through professional development opportunities sponsored by Communities for Learning, the rubric developers. Training will include Instruction in the use of the rubric ensure accuracy and inter-rater reliability. In addition, all evaluators will participate in regional training opportunities throughout the school year as scheduled through local BOCES centers.

Lead Evaluators, will be certified and recertified by participating in Network Team Lead Evaluator Training offered through Putnam Nothen Westchester BOCES, in addition to the ongoing training noted above.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Wednesday, June 06, 2012

Updated Monday, November 26, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/139768-3Uqgn5g9Iu/11-26 signatures.pdf](assets/survey-uploads/5581/139768-3Uqgn5g9Iu/11-26%20signatures.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.

## **Multiple Measures of Teacher Effectiveness (60%)**

### **Teacher Practice Rubric:**

The District will use The Framework for Teaching, Charlotte Danielson, (2011 Revised Edition) to measure teacher effectiveness aligned to the New York State Teaching Standards.

### **Teacher Observations:**

Multiple observations which will include one unannounced visit will account for 31 of the available 60 points of the teacher's score in this subcomponent. Teacher observations will be conducted by District administrators all of whom have received training in the application of the Framework for Teaching rubric. Observations will be both formal and informal. Once per school year a teacher may request that an informal observation that has been performed not be included in the final evaluation process and that the informal observation be performed again at a later date.

### **Probationary teachers**

Probationary teachers will be observed a minimum of four times during the school year. 2 of the observations will be formal, one of which will be unannounced.

The announced formal observation will be up to the length of one class period and will include a pre observation conference, the observation, and a post observation conference. The unannounced formal observation will also be up to the length of one class period and include the observation and a post observation conference. Within ten school days of the post observation conference, teachers will receive a written summary of the observation with specific feedback on Domains 2 and 3 of the Framework for Teaching, using the District teacher observation form.

In addition to the formal observations, probationary teachers will be observed informally 2 times during the school year and receive summary feedback on Domains 2 and 3 using the District informal observation form. Informal observations will be unannounced, last approximately 10 -15 minutes, and will not include pre or post observation conferences. Summary feedback regarding informal observations will be provided to the teacher within 10 school days of the observation.

### **Tenured Teachers**

Tenured teachers will be observed a minimum of two times during the school year. One of the observations will be formal. To the extent possible, tenured

teachers will be provided with the feedback from informal observations prior to the scheduling of the formal observation.

The formal observation will be announced, up to the length of one class period, and will include a pre observation conference, the observation, and a post observation conference. Within ten school days of the post observation conference, teachers will receive a written summary of the observation with specific feedback on Domains 2 and 3 of the Framework for Teaching, using the District teacher observation form.

In addition to the formal observations, tenured teachers will be observed informally a minimum of 1 time during the school year and receive summary feedback on Domains 2 and 3 using the District informal observation form. Informal observations will be unannounced, last approximately 10 -15 minutes, and will not include pre or post observation conferences. Summary feedback regarding informal observations will be provided to the teacher within 10 school days of the observation. Once per school year a teacher may request that an informal observation that has been performed not be included in the final evaluation process, and that the informal observation be performed again at a later date within the same school year.

### **Structured Reviews of Lesson Plans, Student Portfolios and Teacher Artifacts**

Teacher effectiveness as measured by Domains 1 and 4 of the Framework for teaching will be measured through an examination of teacher and classroom artifacts collected throughout the school year by the evaluator and provided by the teacher.

#### **Domain 1**

During the Formal Observation Pre and Post conferences the evaluator and teacher will review the lesson plan and other materials as necessary to assess the teacher's performance in the following areas of Domain 1:

- Knowledge of Content and Pedagogy
- Knowledge of Students
- Setting Instructional Outcomes
- Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

The evaluator will provide the teacher with specific feedback on Domain 1 of the Framework for Teaching using the District teacher observation form.

## **Domain 4**

By April 1<sup>st</sup> of each year, the evaluator will provide each teacher with a survey which will ask the teacher to provide information in the following components of Domain 4:

- Reflecting on Teaching\*
- Maintaining Accurate records
- Communicating with Families
- Participating in a professional Community
- Growing and Developing Professionally
- Showing Professionalism

Teachers will provide the evaluator by April 15th of each school year the completed survey along with any additional evidence they wish to be considered that demonstrate their work in these areas.

\* The Dobbs Ferry lesson plan format includes a section for reflection on the observed lesson by the teacher that should be completed prior to post observation conference. Those reflections will be considered when assigning points within this component of Domain 4

## **Scoring**

NYSED regulations require that each teacher be evaluated annually on the NYS teaching standards using an approved rubric. To accomplish this, the District has chosen Charlotte Danielson's The Framework for Teaching (Revised 2011). This portion of a teacher's overall composite score is worth 60 points that must be distributed across the rubric.

The Framework for teaching is divided into 4 Domains which will be weighted as follows:

Domain 1:	Planning and Preparation	28%
Domain 2:	The Classroom Environment	24%
Domain 3:	Instruction	28%
Domain 4:	Professional Responsibilities	20%

Each Domain of the Framework for Teaching contains multiple components. Each component will be weighted according to the following proportion totaling 100% within each Domain:

## Domain 1 – Planning and Preparation

- Knowledge of Content and Pedagogy 18%
- Knowledge of Students 12%
- Setting Instructional Outcomes 18%
- Knowledge of Resources 16%
- Designing Coherent Instruction 18%
- Designing Student Assessments 18%

## Domain 2 – The Classroom Environment

- Respect and Rapport 21%
- Establishing a culture for learning 21%
- Managing Classroom Procedure 29%
- Managing Student Behavior 15%
- Organizing Physical Space 14%

## Domain 3 – Instruction

- Communicating With Students 23%
- Using questioning and discussion techniques 24%
- Engaging students in learning 18%
- Using assessment in instruction 18%
- Demonstrating flexibility and responsiveness 17%

## Domain 4 – Professional Responsibilities

- Reflecting on teaching 17%
- Maintaining accurate records 17%
- Communication with families 17%
- Participating in a professional community 17%
- Growing and developing professionally 16%
- Showing Professionalism 16%

At the end of the evaluation cycle of each school year the evaluator will rate each component using The Framework for Teaching rubric on a scale from 1 to 4 as follows:

4	Highly Effective	(Danielson Distinguished)
3	Effective	(Danielson Proficient)
2	Developing	(Danielson Basic)
1	Ineffective	(Danielson Unsatisfactory)

The total rubric score will be calculated using the weighting formulas described above. The total rubric score will then be converted to a point value for the Multiple measure of Teacher Effectiveness Component using the following conversion scale:

<b>Rubric Score</b>	<b>Conversion Score</b>
1.0	0
1.1	5
1.2	7.5
1.3	10
1.4	17.5
1.5	25
1.6	35
1.7	45
1.8	50
1.9	51
2.0	52
2.1	53
2.2	54
2.3	55
2.4	56
2.5	57
2.6	57.1
2.7	57.2
2.8	57.3
2.9	57.4
3.0	58
3.1	58.1
3.2	58.2
3.3	58.3
3.4	58.4
3.5	59
3.6	59.2
3.7	59.4
3.8	59.6
3.9	59.8
4.0	60

The following scoring bands will apply to the Multiple Measures of Teacher Effectiveness component:

<b>Rating</b>	<b>Teacher Effectiveness Score</b>
Highly Effective	58.01 -60
Effective	56.01-58
Developing	49.01 – 56
Ineffective	0 - 49

The final HEDI score will be rounded to the next highest whole number and given as a whole number.



## Growth on Comparable Measures (20%)

Teachers who do not receive a growth or value added score determined by NYSED must develop Student Learning Objectives (SLO) that measure student growth over the school year.

For the 2012 -2013 school year, teachers whose students' growth must be measured using SLOs will be eligible to receive up to 20 points in the Comparable Growth Measure Category. Points will be awarded based on the percentage of students meeting a growth target set in consultation between the teacher(s) and building principals during the SLO development process. Targets must be consistent across classes. For those teachers the following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of Students whose progress meets the determined growth target	0-29%	30-54%	55-79%	80+

For Teachers not receiving a growth score from the state:

Percentage of students meeting growth target	Points (20)
0-14%	1
15-29%	2
30-33%	3
34-37%	4
38-41%	5
42-45%	6
46-49%	7
50-54%	8
55-56%	9
57-58%	10
59-61%	11
62-64%	12
65-67%	13

<b>68-70%</b>	<b>14</b>
<b>71-73%</b>	<b>15</b>
<b>74-76%</b>	<b>16</b>
<b>77-79%</b>	<b>17</b>
<b>80-83</b>	<b>18</b>
<b>84- 86</b>	<b>19</b>
<b>87-100</b>	<b>20</b>

**HEDI Criteria for Comparable Growth Measures (SLO)**

<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>The work of the teacher results in extraordinary student academic growth beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined growth target</p>	<p>The work of the teacher results in acceptable and appropriate student academic growth consistent with expectations during the school year.</p> <p>55-79% of students met or exceeded the determined growth target</p>	<p>The work of he teacher results in student academic growth that is not consistent with expectations during the school year.</p> <p>30-54% of students met or exceeded the determined growth target</p>	<p>The work of the teacher does not result in acceptable student academic growth that is consistent with determined expectations during the school year.</p> <p>0-29% of students met or exceeded the determined growth target</p>

## Teacher Improvement Plan

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Follow Up Evaluation Date(s): \_\_\_\_\_ Administrator(s) Present: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Union Representation Present: \_\_\_\_\_  
 \_\_\_\_\_

<b>Areas of Strength:</b>	<p><i>The following Areas of Strength were noted by you in your _____ evaluation</i></p>
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Teaching Standards/Performance Areas Needing Improvement	Strategies/Action Plan	Evidence	Timeline


Professional Development / Support/Resources	
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*This information is being placed in your District Personnel File.*

_____	<b>Date</b>	_____	_____
<b>Teacher's Signature</b>		<b>Administrator's Signature</b>	<b>Date</b>
_____	<b>Date</b>	_____	<b>Date</b>
<b>Union Representation Present</b>		<b>Administrator's Signature</b>	

**Evaluation Follow Up Date:** \_\_\_\_\_

**Evaluation Follow Up Date:** \_\_\_\_\_

## Locally Selected Measures (Local 20%)

### Scoring:

For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and will be based on a review of available assessment data including prior performance and, local and regional scores. Targets must be consistent across classes. For those teachers the following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14 - 15
Percentage of Students whose progress meets the determined achievement target	0-29%	30-54%	55-79%	80+

For the 2012 -2013 school year, teachers who **do not** receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and will be based on a review of available assessment data including prior performance and, local and regional scores. Targets must be consistent across classes. For those teachers the following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of Students whose progress meets the determined	0-29%	30-54%	55-79%	80+

achievement target				
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## Point Distribution

For Teachers receiving a value added growth score from the state

Percentage of students meeting achievement target	Points (15)
0-14%	1
15-29%	2
30-34%	3
35-39%	4
40-44%	5
45-49%	6
50-54%	7
55-58%	8
59-62%	9
63-66%	10
67-70%	11
71-74%	12
75-79%	13
80-84%	14
85-100%	15

For Teachers not receiving a value added growth score from the state

Percentage of students meeting achievement target	Points (20)
0-14%	1
15-29%	2
30-33%	3
34-37%	4
38-41%	5
42-45%	6
46-49%	7
50-54%	8
55-56%	9
57-58%	10

59-61%	11
62-64%	12
65-67%	13
68-70%	14
71-73%	15
74-76%	16
77-79%	17
80-83	18
84- 86	19
87-100	20

### HEDI Criteria for Locally Selected Measure

Highly Effective	Effective	Developing	Ineffective
<p>The work of the teacher results in extraordinary student academic achievement and/or growth beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined achievement target</p>	<p>The work of the teacher results in acceptable and appropriate student achievement and/or growth consistent with expectations during the school year.</p> <p>55-79% of students met or exceeded the determined achievement target</p>	<p>The work of the teacher results in student academic achievement and/or growth that is not consistent with expectations during the school year.</p> <p>30-54% of students met or exceeded the determined achievement target</p>	<p>The work of the teacher does not result in acceptable student achievement and/or growth that is consistent with determined expectations during the school year.</p> <p>0-29% of students met or exceeded the determined achievement target</p>



## Locally Selected Measures (Local 20%)

### Scoring:

For the 2012 -2013 school year, teachers who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and will be based on a review of available assessment data including prior performance and, local and regional scores. Targets must be consistent across classes. For those teachers the following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14 - 15
Percentage of Students whose progress meets the determined achievement target	0-29%	30-54%	55-79%	80+

For the 2012 -2013 school year, teachers who **do not** receive a value added growth score from NYSED will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target on end of year locally developed assessments. Achievement targets to be set in consultation between the teacher(s) and building principals and will be based on a review of available assessment data including prior performance and, local and regional scores. Targets must be consistent across classes. For those teachers the following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of Students whose progress meets the determined	0-29%	30-54%	55-79%	80+

achievement target				
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## Point Distribution

For Teachers receiving a value added growth score from the state

Percentage of students meeting achievement target	Points (15)
0-14%	1
15-29%	2
30-34%	3
35-39%	4
40-44%	5
45-49%	6
50-54%	7
55-58%	8
59-62%	9
63-66%	10
67-70%	11
71-74%	12
75-79%	13
80-84%	14
85-100%	15

For Teachers not receiving a value added growth score from the state

Percentage of students meeting achievement target	Points (20)
0-14%	1
15-29%	2
30-33%	3
34-37%	4
38-41%	5
42-45%	6
46-49%	7
50-54%	8
55-56%	9
57-58%	10

59-61%	11
62-64%	12
65-67%	13
68-70%	14
71-73%	15
74-76%	16
77-79%	17
80-83	18
84- 86	19
87-100	20

### HEDI Criteria for Locally Selected Measure

Highly Effective	Effective	Developing	Ineffective
<p>The work of the teacher results in extraordinary student academic achievement and/or growth beyond expectations during the school year.</p>	<p>The work of the teacher results in acceptable and appropriate student achievement and/or growth consistent with expectations during the school year.</p>	<p>The work of the teacher results in student academic achievement and/or growth that is not consistent with expectations during the school year.</p>	<p>The work of the teacher does not result in acceptable student achievement and/or growth that is consistent with determined expectations during the school year.</p>
<p>80% or more students met or exceeded the determined achievement target</p>	<p>55-79% of students met or exceeded the determined achievement target</p>	<p>30-54% of students met or exceeded the determined achievement target</p>	<p>0-29% of students met or exceeded the determined achievement target</p>



## Principals - Locally Selected Measures (Local 20%)

### Scoring:

For the 2012 -2013 school year, principals who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target. Achievement and/or growth targets will be set in consultation between the principal(s) and district superintendent.

The following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14 - 15
Percentage of Students whose progress meets the determined achievement target	0-29%	30-54%	55-79%	80+

For the 2012 -2013 school year, if principals **do not** receive a value added growth score from NYSED they will be eligible to receive up to 20 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target on end of year locally developed assessments. Points will be awarded based on the percentage of students meeting an achievement or growth target. Achievement and/or growth targets will be set in consultation between the principal(s) and district superintendent. For those principals the following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of Students whose progress meets the determined achievement	0-29%	30-54%	55-79%	80+

target				
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## Point Distribution

For Teachers receiving a value added growth score from the state

Percentage of students meeting achievement target	Points (15)
0-14%	1
15-29%	2
30-34%	3
35-39%	4
40-44%	5
45-49%	6
50-54%	7
55-58%	8
59-62%	9
63-66%	10
67-70%	11
71-74%	12
75-79%	13
80-84%	14
85-100%	15

For Principals not receiving a value added growth score from the state

Percentage of students meeting achievement target	Points (20)
0-14%	1
15-29%	2
30-33%	3
34-37%	4
38-41%	5
42-45%	6
46-49%	7
50-54%	8
55-56%	9
57-58%	10
59-61%	11
62-64%	12
65-67%	13

<b>68-70%</b>	<b>14</b>
<b>71-73%</b>	<b>15</b>
<b>74-76%</b>	<b>16</b>
<b>77-79%</b>	<b>17</b>
<b>80-83</b>	<b>18</b>
<b>84- 86</b>	<b>19</b>
<b>87-100</b>	<b>20</b>

**HEDI Criteria for Locally Selected Measure**

<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<p>The work of the principal results in extraordinary student academic achievement and/or growth beyond expectations during the school year.</p> <p>80% or more students met or exceeded the determined achievement or growth target</p>	<p>The work of the principal results in acceptable and appropriate student achievement and/or growth consistent with expectations during the school year.</p> <p>55-79% of students met or exceeded the determined achievement or growth target</p>	<p>The work of the principal results in student academic achievement and/or growth that is not consistent with expectations during the school year.</p> <p>30-54% of students met or exceeded the determined achievement or growth target</p>	<p>The work of the principal does not result in acceptable student achievement and/or growth that is consistent with determined expectations during the school year.</p> <p>0-29% of students met or exceeded the determined achievement or growth target</p>

## Principals - Locally Selected Measures (Local 20%)

### Scoring:

For the 2012 -2013 school year, principals who receive a value added growth score from NYSED will be eligible to receive up to 15 points in the Locally Selected Measures category. Points will be awarded based on the percentage of students meeting an achievement or growth target. Achievement and/or growth targets will be set in consultation between the principal(s) and district superintendent.

The following scoring bands will apply:

Rating Points	Ineffective 0-2	Developing 3-7	Effective 8-13	Highly Effective 14 - 15
Percentage of Students whose progress meets the determined achievement target	0-29%	30-54%	55-79%	80+

### Point Distribution

For Teachers receiving a value added growth score from the state

Percentage of students meeting achievement target	Points (15)
0-14%	1
15-29%	2
30-34%	3
35-39%	4
40-44%	5
45-49%	6
50-54%	7
55-58%	8
59-62%	9
63-66%	10
67-70%	11

<b>71-74%</b>	<b>12</b>
<b>75-79%</b>	<b>13</b>
<b>80-84%</b>	<b>14</b>
<b>85-100%</b>	<b>15</b>

**HEDI Criteria for Locally Selected Measure**

<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<b>The work of the principal results in extraordinary student academic achievement and/or growth beyond expectations during the school year.</b>	<b>The work of the principal results in acceptable and appropriate student achievement and/or growth consistent with expectations during the school year.</b>	<b>The work of the principal results in student academic achievement and/or growth that is not consistent with expectations during the school year.</b>	<b>The work of the principal does not result in acceptable student achievement and/or growth that is consistent with determined expectations during the school year.</b>
<b>80% or more students met or exceeded the determined achievement or growth target</b>	<b>55-79% of students met or exceeded the determined achievement or growth target</b>	<b>30-54% of students met or exceeded the determined achievement or growth target</b>	<b>0-29% of students met or exceeded the determined achievement or growth target</b>

# **Principals – Other Measures of Effectiveness and Composite Scores**

## **Principal Practice Rubric:**

The District will use The Multi Dimensional Principal Performance Rubric to measure principal effectiveness aligned to the ISSLC 2008 Leadership Standards.

## **School Visits, Evidence and Artifacts:**

Multiple school visits which will include one unannounced visit will be conducted by District level administrators all of whom have received training in the application of the Multi Dimensional Principal Performance rubric.

Following the school visits, principals will receive written feedback regarding components of the rubric. Probationary principals will be visited a minimum of 3 times each school year. Tenured principals will be visited a minimum of 2 times each school year.

In addition to information gathered by the supervisor during the school visits, a review of evidence and artifacts collected over the course of the school year and presented to the Superintendent by the Principal will inform the evaluation process.

## **Scoring**

NYSED regulations require that each principal be evaluated annually on the 2008 ISLLC Leadership Standards using an approved rubric. To accomplish this, the District has chosen Multi-Dimensional Principal Performance Rubric. This portion of a principal's overall composite score is worth 60 points that must be distributed across the rubric.

The Multi-Dimensional Principal Performance Rubric is divided into 6 Domains and a goal setting element:

- Domain 1: Shared Vision of Learning
- Domain 2: School Culture and Instructional Program
- Domain 3: Safe, Efficient, Effective Learning Environment
- Domain 4: Community
- Domain 5: integrity, Fairness, Ethics
- Domain 6: Political, Social, Economic, Legal and Cultural Context
- Other: Goal Setting and Attainment

Each Domain and the Goal Setting element of the Multi-Dimensional Principal Performance Rubric contain multiple components. The available 60 points will be divided as follows:

<b>Multi-Dimensional Principal Performance Rubric</b>	
	<b>Points</b>
<b>Domain 1: Shared Vision of Learning (8 points)</b>	
• Culture	3
• Sustainability	3
<b>Domain 2: School Culture and Instructional Program (20 points)</b>	
• Culture	3
• Instructional Program	4
• Capacity Building	3
• Sustainability	4
• Strategic Planning Process	3
<b>Domain 3: Safe, Efficient,, Effective Learning Environment (16 points)</b>	
• Capacity Building	4
• Culture	3
• Sustainability	3
• Instructional Program	4
<b>Domain 4: Community (6.5 points)</b>	
• Strategic Planning Process: Inquiry	2
• Culture	1.5
• Sustainability	2
<b>Domain 5: Integrity, Farness, ethics (7.5 points)</b>	
• Sustainability	3
• Culture	2.5
<b>Domain 6: Political, Social, Economic, Legal and Cultural Context (2 pts)</b>	
• Sustainability	1
• Culture	1
<b>Other : Goal Setting and Attainment</b>	
• Uncovering Goals	2.5
• Strategic Planning	2.5
• Taking Action	2.5
• Evaluating Attainment	2.5
<b>Total Points</b>	<b>60</b>

At the end of the evaluation cycle of each school year the evaluator will rate each component of the **Multi-Dimensional Principal Performance Rubric** as follows:

- 4 Highly Effective
- 3 Effective
- 2 Developing
- 1 Ineffective

<b>Multi-Dimensional Principal Performance Rubric</b>				
	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
<b>Domain 1: Shared Vision of Learning</b>	<b>6</b>			
• <b>Culture</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
• <b>Sustainability</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
<b>Domain 2: School Culture and Instructional Program</b>	<b>17</b>			
• <b>Culture</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
• <b>Instructional Program</b>	<b>4</b>	<b>3.8</b>	<b>3.4</b>	<b>0</b>
• <b>Capacity Building</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
• <b>Sustainability</b>	<b>4</b>	<b>3.8</b>	<b>3.4</b>	<b>0</b>
• <b>Strategic Planning Process</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	<b>14</b>			
• <b>Capacity Building</b>	<b>4</b>	<b>3.8</b>	<b>3.4</b>	<b>0</b>
• <b>Culture</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
• <b>Sustainability</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
• <b>Instructional Program</b>	<b>4</b>	<b>3.8</b>	<b>3.4</b>	<b>0</b>
<b>Domain 4: Community</b>	<b>5.5</b>			
• <b>Strategic Planning Process: Inquiry</b>	<b>2</b>	<b>1.9</b>	<b>1.7</b>	<b>0</b>
• <b>Culture</b>	<b>1.5</b>	<b>1.43</b>	<b>1.28</b>	<b>0</b>
• <b>Sustainability</b>	<b>2</b>	<b>1.9</b>	<b>1.7</b>	<b>0</b>
<b>Domain 5: Integrity, Fairness, Ethics</b>	<b>5.5</b>			
• <b>Sustainability</b>	<b>3</b>	<b>2.85</b>	<b>2.55</b>	<b>0</b>
• <b>Culture</b>	<b>2.5</b>	<b>2.38</b>	<b>2.13</b>	<b>0</b>
<b>Domain 6: Political, Social, Economic, Legal and Cultural Context</b>	<b>2</b>			
• <b>Sustainability</b>	<b>1</b>	<b>.95</b>	<b>.85</b>	<b>0</b>
• <b>Culture</b>	<b>1</b>	<b>.95</b>	<b>.85</b>	<b>0</b>
<b>Other: Goal Setting and Attainment</b>	<b>10</b>			
• <b>Uncovering Goals</b>	<b>2.5</b>	<b>2.4</b>	<b>2.1</b>	<b>0</b>
• <b>Strategic Planning</b>	<b>2.5</b>	<b>2.4</b>	<b>2.1</b>	<b>0</b>
• <b>Taking Action</b>	<b>2.5</b>	<b>2.4</b>	<b>2.1</b>	<b>0</b>
• <b>Evaluating Attainment</b>	<b>2.5</b>	<b>2.4</b>	<b>2.1</b>	<b>0</b>
<b>TOTAL POINTS</b>	<b>60</b>			

The total rubric score will be calculated using the points received for each component and will represent the overall Other Measures HEDI score.

The following scoring bands will apply to the Multiple Measures of Principal Effectiveness component:

<b>Rating</b>	<b>Teacher Effectiveness Score</b>
Highly Effective	57.01 -60
Effective	53.01-57
Developing	47.01-53
Ineffective	0 - 47

**Composite Scores:**

A principal's final evaluation rating is the total of the three components outlined in NYSED APPR regulations: growth/value added measures (25%), locally selected measures (15%) and multiple measures of effectiveness (60%). Scoring bands for the growth/value added measures component and the locally selected measures are set by the state. The following scoring bands will determine principals' ratings for the 2012-13 school year.

	Value Added Measure (25%)	Locally Selected Measure (15%)	Multiple Measures of Effectiveness (60%)	Overall Composite Score (100%)
Highly Effective	22-25	14-15	57.01-60	91-100
Effective	10-21	8-13	53.01-57	75-90
Developing	3-9	3-7	47.01-53	65-74
Ineffective	0-2	0-2	0 - 47	0-64



## Principal Improvement Plan

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Follow Up Evaluation Date(s):** \_\_\_\_\_ **Supervisor(s) Present:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Union Representation Present:** \_\_\_\_\_  
 \_\_\_\_\_

<b>Areas of Strength:</b>	<p><i>The following Areas of Strength were noted by you in your _____ evaluation</i></p>
---------------------------	--

Leadership Standards/Performance Areas Needing Improvement	Strategies/Action Plan	Evidence	Timeline


Professional Development / Support/Resources	
---	--

*This information is being placed in your District Personnel File.*

**Date**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Union Representation Present**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Date**

**Evaluation Follow Up Date:** \_\_\_\_\_

**Evaluation Follow Up Date:** \_\_\_\_\_

## **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: 11/26/12

*Albi Brady*

Teachers Union President Signature: Date: 11-26-12

*Marci K...*

Administrative Union President Signature: Date: 11/26/12

*[Signature]*

Board of Education President Signature: Date: 11/26/12

*hm P. W. ee*