



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

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Commissioner of Education  
President of the University of the State of New York  
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January 14, 2013

Dr. Joel Klein, Superintendent  
East Ramapo Central School District  
105 South Madison Avenue  
Spring Valley, NY 10977

Dear Superintendent Klein:

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,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: Mary Jean Marsico

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 Monday, October 15, 2012

Updated Monday, January 14, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

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

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

*500402060000*

#### 1.2) School District Name:

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

*East Ramapo Central School District*

#### 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.

*Not applicable*

#### 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 Tuesday, July 17, 2012

Updated Sunday, January 13, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	ERCSD developed grade K ELA assessment
1	District, regional, or BOCES-developed assessment	ERCSD developed 1st grade ELA assessment
2	District, regional, or BOCES-developed assessment	ERCSD developed 2nd grade ELA 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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students met their individual goal.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-84% of students met their individual goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-54% of students met their individual goal
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-39% of students met their individual goal

### 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	ERCSD developed grade K Math assessment
1	District, regional, or BOCES-developed assessment	ERCSD developed 1st grade Math assessment
2	District, regional, or BOCES-developed assessment	ERCSD developed 2nd grade Math 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.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
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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).	85-100% of students met their individual goal.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-84% of students met their individual goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-39% of students met their individual goal

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common branch subject
7	District, regional or BOCES-developed assessment	ERCSD developed 7th 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.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-84% of students met their individual goal.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-39% of students met their individual goal

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	common branch subject
7	District, regional or BOCES-developed assessment	ERCSD developed 7th grade Social Studies assessment
8	District, regional or BOCES-developed assessment	ERCSD developed 8th 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.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
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Effective (9 - 17 points) Results meet District goals for similar students.	55-84% of students met their individual goal.
Developing (3 - 8 points) Results are below District goals for similar students.	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students met their individual goal

## 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	ERCSD developed 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.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students met their individual goal.
Effective (9 - 17 points) Results meet District goals for similar students.	55-84% of students met their individual goal.
Developing (3 - 8 points) Results are below District goals for similar students.	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students met their individual goal.

## 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.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students met their individual goal.

Effective (9 - 17 points) Results meet District goals for similar students.	55-84% of students met their individual goal.
Developing (3 - 8 points) Results are below District goals for similar students.	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students met their individual goal

## 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.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
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Effective (9 - 17 points) Results meet District goals for similar students.	55-84% of students met their individual goal.
Developing (3 - 8 points) Results are below District goals for similar students.	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students met their individual goal

## 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	ERCSD developed 9th grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	ERCSD developed 10th grade ELA assessment
Grade 11 ELA	Regents assessment	English 11 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.	Using baseline data from the pre-assessment results, the district sets individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
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Developing (3 - 8 points) Results are below District goals for similar students.	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students met their individual goal

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Art, Grades K -12	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment
Music, Grades K -12	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment
Physical Education, Grades K-12	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment
World Languages, Grades 7 - 12	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment
ELL, Grades K - 12	State Assessment	NYSESLAT
Library Media Specialists, K-3	School/BOCES-wide/group/team results based on State	NYS ELA 3 assessment

Library Media Specialists, 4-6	School/BOCES-wide/group/team results based on State	NYS ELA 4-6 assessment
Reading, K-3	School/BOCES-wide/group/team results based on State	NYS ELA 3 assessment
Reading, 4-6	State Assessment	NYS ELA 4-6 assessment
Special Education 3 - 12	State Assessment	NYSAA 3 to 12
Non-Regents English Courses	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment
Non-Regents Math Courses	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment
Non-Regents Social Studies Courses	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment
Non-Regents Science Courses	District, Regional or BOCES-developed	ERCSD developed grade and subject specific assessment

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.	Using baseline data from the pre-assessment results, the district with set individual growth targets for each student. Teachers will be given HEDI ratings according to the percentage of students that meet their individual growth targets. Example: If 75% of students in a SLO course reach their individual growth targets, the teacher earns 15 points. A table setting for the ratings has been uploaded in section 2.11 .This HEDI scale is applicable to all teachers requiring SLOs.
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Developing (3 - 8 points) Results are below District goals for similar students.	40-54% of students met their individual goal.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-39% of students met their individual goal

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.

## 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.

*Appropriate adjustments of individual growth targets will only be made-district wide and consistently-for students with disabilities, English language learners, and economically disadvantaged students. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings. The adjustments for individual growth targets are determined based on a district analysis of prior academic results for all students. The district will review these adjustments on an annual basis aiming to close the gap between these groups of students and other students leading to an eventual elimination of these controls. The process of the review will be the following:*

- 1. The scores for all students are sorted into four groups (SWD, ELL, Poverty, All Others) and listed from the lowest to highest; and the median score is identified.*
- 2. The median score for Students with Disabilities (SWD), English Language Learners (ELL), and Students living in Poverty are each compared to the median score for the All Other group to determine the appropriate adjustment to make for each of the three groups.*

*Instructional expectations and goals will be held constant for all students, including those students in these three groups.*

## 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 Tuesday, October 23, 2012

Updated Monday, January 14, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	2013 NYS ELA 4 assessment
5	3) Teacher specific achievement or growth score computed locally	2013 NYS ELA 5 assessment
6	3) Teacher specific achievement or growth score computed locally	2013 NYS ELA 6 assessment

7	3) Teacher specific achievement or growth score computed locally	2013 NYS ELA 7 assessment
8	3) Teacher specific achievement or growth score computed locally	2013 NYS ELA 8 assessment

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

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

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

Baseline data consist of the previous year NYS ELA results. One of the East Ramapo Central School District primary goals is to raise the proficiency of the district's economically disadvantaged students. These students ought to:

A) Show specific growth from the previous year to the consecutive one (Example: NYS 4 ELA to NYS 5 ELA) as the following:

- 1) Level 1 performance student move to Level 2 performance
- 2) Lower Level 2 band performance student moves to Middle Level 2 band performance.
- 3) Middle Level 2 band performance student moves to Upper Level 2 band performance.
- 4) Upper Level 2 band performance student moves to Level 3 performance.
- 5) Level 3 performance student moves to Level 4 performance.

B) Remain in their previous year performance level as long as this level is greater or equal to Level 3.

The Level 2 band of NYS ELA will be divided into 3 equally long segments of points. If the band number is not divisible by 3, then lower segment of Level 2 will be the result of the Level 2 band number divided by 3 and always rounded up. The remaining difference will be divided by 2 and the middle level number will always be rounded up.

Example 1: The Level 2 band is 29. Then, the lower band of Level 2 will be 10. Middle band of Level 2 will be 10 and the upper band of Level 2 will be 9.

Example 2. The Level 2 band is 28. Then, the lower band of Level 2 will be 10. Middle band of Level 2 will be 9 and the upper band of Level 2 will be 9.

Based on the percentage of students who reach these individual targets, teachers will be assigned points within the HEDI band categories.

Please see point assignment charts in 3.3 for distribution

	of points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students met the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students met the 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	3) Teacher specific achievement or growth score computed locally	2013 NYS MATH 4 assessment
5	3) Teacher specific achievement or growth score computed locally	2013 NYS MATH 5 assessment
6	3) Teacher specific achievement or growth score computed locally	2013 NYS MATH 6 assessment
7	3) Teacher specific achievement or growth score computed locally	2013 NYS MATH 7 assessment
8	3) Teacher specific achievement or growth score computed locally	2013 NYS MATH 8 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.	<p>Baseline data consist of the previous year NYS Math results. One of the East Ramapo Central School District primary goals is to raise the proficiency of the district's economically disadvantaged students. These students ought to:</p> <p>A) Show specific growth from the previous year to the consecutive one (Example: NYS 4 Math to NYS 5 Math) as the following:</p> <p>1) Level 1 performance student move to Level 2 performance</p>
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- 2) Lower Level 2 band performance student moves to Middle Level 2 band performance.
- 3) Middle Level 2 band performance student moves to Upper Level 2 band performance.
- 4) Upper Level 2 band performance student moves to Level 3 performance.
- 5) Level 3 performance student moves to Level 4 performance.

B) Remain in their previous year performance level as long as this level is greater or equal to Level 3.

The Level 2 band of NYS ELA will be divided into 3 equally long segments of points. If the band number is not divisible by 3, then lower segment of Level 2 will be the result of the Level 2 band number divided by 3 and always rounded up. The remaining difference will be divided by 2 and the middle level number will always be rounded up.

Example 1: The Level 2 band is 29. Then, the lower band of Level 2 will be 10. Middle band of Level 2 will be 10 and the upper band of Level 2 will be 9.

Example 2. The Level 2 band is 28. Then, the lower band of Level 2 will be 10. Middle band of Level 2 will be 9 and the upper band of Level 2 will be 9.

Based on the percentage of students who reach these individual targets, teachers will be assigned points within the HEDI band categories.

Please see point assignment charts in 3.3 for distribution of points.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students met the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students met the 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/5139/204872-rhJdBgDruP/local-hedi\\_1.pdf](assets/survey-uploads/5139/204872-rhJdBgDruP/local-hedi_1.pdf)

## 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	ERCSD developed grade K ELA assessment
1	5) District, regional, or BOCES–developed assessments	ERCSD developed 1st grade ELA assessment
2	5) District, regional, or BOCES–developed assessments	ERCSD developed 2nd grade ELA assessment
3	3) Teacher specific achievement or growth score computed locally	NYS 3th grade ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students reach their individual targets

### 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	ERCSD developed grade K Math assessment
1	5) District, regional, or BOCES–developed assessments	ERCSD developed 1st grade Math assessment
2	5) District, regional, or BOCES–developed assessments	ERCSD developed 2nd grade Math assessment
3	3) Teacher specific achievement or growth score computed locally	NYS 3rd grade MATH assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual targets
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students reach their individual targets

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	common branch subject
7	5) District, regional, or BOCES–developed assessments	ERCSD developed 7th grade Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students reach their individual targets

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	common branch subject
7	5) District, regional, or BOCES–developed assessments	ERCSD developed 7th grade Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	ERCSD developed 8th 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.*

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.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students reach their individual targets

### 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	ERCSD developed Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global II Regents
American History	3) Teacher specific achievement or growth score computed locally	US History and Government Regents

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.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All
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classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.

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

81-100% of students reach their individual targets

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

35-80% of students reach their individual targets

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

21-34% of students reach their individual targets

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

0-20% of students reach their individual targets

### 3.9) High School Science

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

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

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

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

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

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

Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual targets
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students reach their individual targets

### 3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual targets

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students reach their individual targets

### 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	ERCSD developed 9th grade ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	ERCSD developed 10th grade ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	0-20% of students reach their individual target

for grade/subject.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art Grades K-12	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment
Music Grades K-12	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment
Physical Education Grades K-12	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment
World Languages Grades 7-12	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment
ELL, Grades K-12	3) Teacher specific achievement/growth score computed locally	NYSESLAT
Library Media Specialist K-3	6(ii) School wide measure computed locally	NYS ELA 3 assessment
Library Media Specialist 4-6	6(ii) School wide measure computed locally	NYS ELA 4-6 assessment
Reading K-3	6(ii) School wide measure computed locally	NYS ELA 3 assessment
Reading 4-6	6(ii) School wide measure computed locally	NYS ELA 4-6 assessment
Special Education 3-12	3) Teacher specific achievement/growth score computed locally	NYSAA 3 to 12
Non Regents English Courses	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment
Non Regents Social Studies Courses	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment
Non Regents Science Courses	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment
Non Regents Math Courses	5) District/regional/BOCES–developed	ERCSD developed grade and subject specific assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Teachers will be given HEDI ratings according to the percentage of these students that meet their individual growth targets. Library media specialists and reading teachers will be rated on the performance of these economically disadvantaged students on NYS ELA assessments as school-wide measures of student individual growth. All classrooms contain students who are economically disadvantaged. Please see point assignment charts in 3.13 for a distribution of points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81-100% of students reach their individual targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students reach their individual targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students reach their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students reach their individual targets

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/5139/204872-y92vNseFa4/local-hedi\\_1.pdf](assets/survey-uploads/5139/204872-y92vNseFa4/local-hedi_1.pdf)

### 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.

*1) Appropriate adjustments of individual growth targets will only be made-district wide and consistently-for students with disabilities, English language learners, and economically disadvantaged students.*

*The adjustments for individual growth targets are determined based on a district analysis of prior academic results for all students. The district will review these adjustments on an annual basis aiming to close the gap between these groups of students and other students leading to an eventual elimination of these controls. The process of the review will be the following:*

*a. The scores for all students are sorted into four groups (SWD, ELL, Poverty, All Others) and listed from the lowest to highest; and the median score is identified.*

*b. The median score for Students with Disabilities (SWD), English Language Learners (ELL), and Students living in Poverty are each compared to the median score for the All Other group to determine the appropriate adjustment to make for each of the three groups.*

*Instructional expectations and goals will be held constant for all students, including those students in these three groups.*

*2) Individual growth targets for the local measure will be adjusted for the attendance. It is important to note that research shows a direct correlation between good attendance and student achievement (Dekalb, 1999). Poor attendance has been linked to poor academic achievement (Zeigler, 1972).*

*Individual growth targets of any student who miss more than 5% of classroom time (9 days) will be pro-rated at the percentage of attendance at the discretion of the classroom teacher(s) The District closely monitors student attendance to promote regular attendance.*

*The superintendent will review all teacher ratings. Adjusted targets using attendance controls will not increase a teacher's HEDI score in excess of two points.*

*Additionally, in order to address any potential chronic or severe attendance problem, the district will follow the process delineated below:*

#### *Process to Address Student Attendance*

*Number days of  
Student absence*

*Ten days Teacher reports absence, school notifies parents and arranges parent teacher conference with principal and guidance counselor.*

*Fifteen days Teacher reports absence, school notifies parents and arranges parent teacher conference with principal, guidance counselor and teacher.*

*Twenty five days Teacher reports absence, school arranges meeting with Principal, guidance counselor and teacher. Principal refers student to the district.*

### **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.

*There will be no cases of more than one locally selected measure.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, July 17, 2012

Updated Sunday, January 13, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (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	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The East Ramapo Central Schol District is scoring the Danielson 2011 at the component level (22 components) and weighting all 22 scores producing an average rubric score in a 1.0 to 4.0 point scale. This rubric score is then converted to a 0.0 to 60.0 "other measures" score using a conversion chart according to the sample in the APPR Guidance document.*

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

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.	If the teacher achieves a total of 59 - 60 points on all four Domains combined in the Danielson Rubric, then s/he is highly effective
Effective: Overall performance and results meet NYS Teaching Standards.	If the teacher achieves a total of 57 - 58 points on all four Domains combined in the Danielson Rubric, then s/he is effective
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	If the teacher achieves a total of 50 - 56 points on all four Domains combined in the Danielson Rubric, then s/he is developing
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	If the teacher achieves a total of 0 - 49 points on all four Domains combined in the Danielson Rubric, then s/he is ineffective

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
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	4
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, July 17, 2012

Updated Wednesday, January 02, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	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 Wednesday, May 02, 2012

Updated Sunday, January 13, 2013

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## 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/5265/123850-Df0w3Xx5v6/TipForms\\_1.pdf](assets/survey-uploads/5265/123850-Df0w3Xx5v6/TipForms_1.pdf)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Structure:*

*A teacher who receives a composite APPR rating of developing or ineffective may appeal. Appeals will be conducted and resolved in a timely and expeditious manner in accordance with Education Law 3012-c.*

*The teacher may appeal regarding any of the following:*

1. The substance of the APPR;
2. Adherence to standards and methodologies;
3. Adherence to the Commissioner's regulations;
4. Adherence to negotiated/agreed upon procedures and practices;
5. Districts failure to issue, comply with or properly implement a TIP (Teacher Improvement Plan)

*Procedure:*

*Within five (5) work days after notification of the APPR rating, a teacher considering an appeal may, request in writing and be granted copies of all documentation and evidence which formed the basis for the rating. The documentation provided will be the only evidence that can be considered when determining the appeal.*

*Within five (5) work days after the receipt of all the requested materials, a teacher wishing to continue must submit a written appeal to the Superintendent or the Superintendent's designee. The appeal should include: the reasons for the appeal, the supporting documents and information relevant to the appeal, the areas of disagreement and an explanation of the basis for the disagreement.*

*Within three (3) work days after receipt of the written appeal, the appeal will be transmitted to an APPR Appeals Team. The Appeals Team will consist of four individuals: two tenured administrators, other than the administrator responsible for the rating or the TIP, appointed by the Superintendent and two members or officers of the East Ramapo Teachers Association, appointed by the ERTA President.*

*The Appeals Team will have ten (10) work days from the date of receipt of the appeal, to consider the record and the appeal, and to render a decision in writing to the appealing teacher, the ERTA President and the Superintendent of schools. By unanimous agreement, the Appeals Team can choose to: affirm, modify, or set aside the rating. If unanimous agreement is reached the decision of the APPR Appeals Team will be final.*

*If unanimous agreement is not reached by the Appeals Team, the teacher will be notified immediately. Within five (5) work days of notification the teacher can ask for and will be granted a hearing in front of a mutually agreeable neutral third party, who shall be jointly selected by the Superintendent and the ERTA President upon the teacher's request for a hearing.*

*Within thirty (30) work days from the receipt of the appeal documents, the neutral third party shall issue a written decision. Within this thirty (30) work day period, the teacher may be heard in front of the neutral third party. The neutral third party's decision may affirm, modify or set aside the rating. This decision will be final and binding.*

*General Conditions:*

*The time lines set forth above may be extended or modified with the agreement of both parties and must be timely and expeditious in accordance with Education Law 3012-c. All costs of the hearings associated with the process will be shared equally by the District and the Teachers Association.*

*An evaluation which is the subject of an appeal may not be offered in evidence or placed in evidence in any 3020-a education law proceedings or any local alternate disciplinary procedure, until the appeal process is concluded.*

*This agreement applies only to the appeals process. It shall not be construed as limiting or modifying a teacher's rights under the collective bargaining agreement or legal rights in any other area.*

## 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.

*The District will ensure that all evaluators are trained as lead evaluators, and are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with Rockland BOCES. Training will be conducted by Rockland BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.*

*This training will include the following Requirements for Lead Evaluators/Evaluators:*

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

*During the 2011-12 school year, the East Ramapo Central School District utilized the services of the Rockland BOCES Network Team to provide training for lead evaluators. This process included half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. In addition to the BOCES Network Team, on-site trainings were also provided by consultants from the approved rubric providers.*

#### *Lead Evaluator*

*The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.*

#### *Responsibilities*

*Lead Evaluators will train and certify other evaluators in the District based on the same model.*

#### *Timing*

*For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or sixty (60) days after appointment.*

#### *Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.*

## 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

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, November 15, 2012

Updated Monday, January 14, 2013

## Page 1

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

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

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

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

Grades 1-6
Grades 4-6
Grades 7-8
Grades 9-12
(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
Gr K	District, regional, or BOCES-developed	ERCSD developed grade K ELA and Math assessment
Gr 1-3	State assessment	NYS ELA 3 and NYS Math 3 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.	Using baseline data from the pre-assessment results the district sets individual growth targets for each student. Principals will be given HEDI ratings based on the percentage of students that meet their individual growth targets in both ELA and Math assessments. Example: If 7 out of 10 students reach their individual growth targets in Math and 6 out of 10 students reach their individual growth targets in English then the performance percentage will be calculated as 13 out of 20 students. In this case, 65% performance will yield a 12 points for the principal. See attached point assignment chart for distribution of points.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85-100% of students met their goal
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-84% of students met their goal
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-54% of students met their goal
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-39% of students met their goal

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

<assets/survey-uploads/5365/235263-lha0DogRNw/hedi.pdf>

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*Appropriate adjustments of individual growth targets will only be made-district wide and consistently-for students with disabilities, English language learners, and economically disadvantaged students. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings. The adjustments for individual growth targets are determined based on a district analysis of prior academic results for all students. The district will review these adjustments on an annual basis aiming to close the gap between these groups of students and other students leading to an eventual elimination of these controls. The process of the review will be the following:*

- 1. The scores for all students are sorted into four groups (SWD, ELL, Poverty, All Others) and listed from the lowest to highest; and the median score is identified.*
- 2. The median score for Students with Disabilities (SWD), English Language Learners (ELL), and Students living in Poverty are each compared to the median score for the All Other group to determine the appropriate adjustment to make for each of the three groups.*

*Instructional expectations and goals will be held constant for all students, including those students in these three groups.*

## 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 Thursday, December 06, 2012

Updated Monday, January 14, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Gr 4-6	(d) measures used by district for teacher evaluation	NYS ELA 4-6 and NYS Math 4-6 assessment
Gr 7-8	(d) measures used by district for teacher evaluation	NYS ELA 7-8 and NYS Math 7-8 assessment
Gr 9-12	(d) measures used by district for teacher evaluation	English and Integrated Algebra Regents
Gr 1-6	(d) measures used by district for teacher evaluation	NYS ELA 4-6 and NYS Math 4-6 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.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Baseline data consist of the previous year NYS Math results. One of the East Ramapo Central School District primary goals is to raise the proficiency of the district's economically disadvantaged students. These students ought to:</p> <p>A) Show specific growth from the previous year to the consecutive one (Example: NYS 4 Math to NYS 5 Math) as the following:</p> <ol style="list-style-type: none"> <li>1) Level 1 performance student move to Level 2 performance</li> <li>2) Lower Level 2 band performance student moves to Middle Level 2 band performance.</li> <li>3) Middle Level 2 band performance student moves to</li> </ol>
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Upper Level 2 band performance.

4) Upper Level 2 band performance student moves to Level 3 performance.

5) Level 3 performance student moves to Level 4 performance.

B) Remain in their previous year performance level as long as this level is greater or equal to Level 3.

The Level 2 band of NYS ELA will be divided into 3 equally long segments of points. If the band number is not divisible by 3, then lower segment of Level 2 will be the result of the Level 2 band number divided by 3 and always rounded up. The remaining difference will be divided by 2 and the middle level number will always be rounded up.

Example 1: The Level 2 band is 29. Then, the lower band of Level 2 will be 10. Middle band of Level 2 will be 10 and the upper band of Level 2 will be 9.

Example 2. The Level 2 band is 28. Then, the lower band of Level 2 will be 10. Middle band of Level 2 will be 9 and the upper band of Level 2 will be 9.

Based on the percentage of students who reach these individual targets, teachers will be assigned points within the HEDI band categories.

For grades 9-12, baseline consist of the pre-assessments in Integrated Algebra and English 11 for students scheduled to take these Regents exams. Using baseline from the pre-assessment results the district sets the individual growth targets for each economically disadvantaged student. Principals will be given HEDI ratings according to the percentage of these students who meet their individual growth targets. Please see point assignment chart for distribution of points.

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

81-100% of students met their target

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

35-80% of students met their target

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

21-34% of students met their target

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

0-20% of students met their 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 )

<assets/survey-uploads/5366/268605-8o9AH60arN/local-hedi.pdf>

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)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Kindergarten	(d) measures used by district for teacher evaluation	ERCSD developed grade K ELA and Math assessment
Gr 1-3	(d) measures used by district for teacher evaluation	NYS ELA 3 and NYS Math 3 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.	Using baseline data from the pre-assessment results the district sets individual growth targets for each economically disadvantaged student. Principals will be given HEDI ratings based on the percentage of these students that meet their individual growth targets in both ELA and Math assessments. Example: If 7 out of 10 economically disadvantaged students reach their individual growth targets in Math and 6 out of 10 economically disadvantaged students reach their individual growth targets in English then the performance percentage will be calculated as 13 out of 20 students (65%). In this case, the principal earns 15 points. All classrooms contain students who are economically disadvantaged. Please see point assignment chart for a distribution of points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students met their target
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	35-80% of students met their target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21-34% of students met their target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-20% of students met their 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/5366/268605-T8MIGWUVm1/local-hedi\_1.pdf*

### 8.3) Locally Developed Controls

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

*1) Appropriate adjustments of individual growth targets will only be made-district wide and consistently-for students with disabilities, English language learners, and economically disadvantaged students.*

*The adjustments for individual growth targets are determined based on a district analysis of prior academic results for all students. The district will review these adjustments on an annual basis aiming to close the gap between these groups of students and other students leading to an eventual elimination of these controls. The process of the review will be the following:*

*a. The scores for all students are sorted into four groups (SWD, ELL, Poverty, All Others) and listed from the lowest to highest; and the median score is identified.*

*b. The median score for Students with Disabilities (SWD), English Language Learners (ELL), and Students living in Poverty are each compared to the median score for the All Other group to determine the appropriate adjustment to make for each of the three groups.*

*Instructional expectations and goals will be held constant for all students, including those students in these three groups.*

*2) Individual growth targets for the local measure will be adjusted for the attendance. It is important to note that research shows a direct correlation between good attendance and student achievement (Dekalb, 1999). Poor attendance has been linked to poor academic achievement (Zeigler, 1972).*

*Individual growth targets of any student who miss more than 5% of classroom time (9 days) will be pro-rated at the percentage of attendance at the discretion of the classroom teacher(s) The District closely monitors student attendance to promote regular attendance.*

*The superintendent will review all teacher ratings. Adjusted targets using attendance controls will not increase a teacher's HEDI score in excess of two points.*

*Additionally, in order to address any potential chronic or severe attendance problem, the district will follow the process delineated below:*

*Process to Address Student Attendance*

*Number days of  
Student absence*

*Ten days Teacher reports absence, school notifies parents and arranges parent teacher conference with principal and guidance counselor.*

*Fifteen days Teacher reports absence, school notifies parents and arranges parent teacher conference with principal, guidance counselor and teacher.*

*Twenty five days Teacher reports absence, school arranges meeting*

with Principal, guidance counselor and teacher. Principal refers student to the district.

## 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.

*There will be no cases of more than one locally selected measure.*

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, December 18, 2012

Updated Monday, January 14, 2013

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## 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	(No response)
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The East Ramapo Central School District is scoring the Multidimensional Rubric at the component level (18 components) and weighting all 18 scores and the Goal producing an average rubric score based upon a 1.0 to 4.0 point scale. This rubric score is then converted to a 0.0 to 60.0 "other measures" score using a conversion chart similar to the sample in the APPR Guidance document. The Goal accounts for 17% of the 60 points and its achievement will be rated similarly upon a 1.00 to 4.0 point scale. The weighted score for the Goal becomes part of the Weighted Total Domain score.*

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/5143/285167-pMADJ4gk6R/appendix\\_E\\_2.pdf](assets/survey-uploads/5143/285167-pMADJ4gk6R/appendix_E_2.pdf)

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

Highly Effective: Overall performance and results exceed standards.	If the principal achieves a total of 59 points or more on the MPPR, then s/he is highly effective.
Effective: Overall performance and results meet standards.	If the principal achieves a total of 57 - 58 points on the MPPR, then s/he is effective.
Developing: Overall performance and results need improvement in order to meet standards.	If the principal achieves a total of 50 - 56 points on the MPPR, then s/he is developing.
Ineffective: Overall performance and results do not meet standards.	If the principal achieves a total of 0 - 49 points on the MPPR, then s/he is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

## 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 Tuesday, December 18, 2012  
Updated Thursday, December 20, 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, December 13, 2012

Updated Wednesday, January 09, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/279822-Df0w3Xx5v6/principal-PIP-form\\_2.pdf](assets/survey-uploads/5276/279822-Df0w3Xx5v6/principal-PIP-form_2.pdf)

### 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:

*All Appeals shall be filed in writing to the Superintendent within fifteen (15) work days of the presentation of the final document to the probationary principal (extended by an additional period of up to ten (10) work days if he or she is going to be on a planned vacation during the fifteen (15) work days as referenced above).*

*Within ten (10) work days of receipt of the appeal, the Superintendent of Schools shall render an initial determination, in writing, respecting the appeal.*

*Any principal who receives an Ineffective or developing rating on their annual total composite APPR shall be entitled to appeal the Superintendent's decision*

*within ten (10) work days of receipt of the Superintendent's decision for review.*

*Within five (5) work days from the request for review, the parties shall be furnished a list of hearing officers willing to conduct a review.*

*A mutually agreed upon hearing officer shall be selected from the list within five (5) work days.*

*The evidence and arguments shall be presented to the hearing officer for review within five (5) work days after selection of the hearing officer.*

*The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) work days or more than (15) work days after the hearing officer is selected.*

*The hearing officer shall make a final and binding decision upon the appeal of the APPR evaluation in a timely and expeditious manner.*

*In no event shall the appeal process take more than sixty (60) work days.*

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

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

*The District will ensure that all evaluators are trained as lead evaluators, and are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with Rockland BOCES. Training will be conducted by Rockland BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.*

*This training will include the following Requirements for Lead Evaluators/Evaluators:*

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

*During the 2011-12 school year, the East Ramapo Central School District utilized the services of the Rockland BOCES Network Team to provide training for lead evaluators. This process included half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. In addition to the BOCES Network Team, on-site trainings were also provided by consultants from the approved rubric providers.*

*Lead Evaluator*

*The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.*

*Responsibilities*

*Lead Evaluators will train and certify other evaluators in the District based on the same model.*

*Timing*

*For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or sixty (60) days after appointment.*

*Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, October 23, 2012

Updated Monday, January 14, 2013

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### Page 1

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

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

<assets/survey-uploads/5581/204893-3Uqgn5g9Iu/appr-agreement-01-14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Point assignment for 2.2 through 2.10 and 7.3

Point Assignment for HEDI Band

	Highly Effective			Effective									Developing				Ineffective				
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage of Students Reaching Individual Growth Target	100	93-99	85-92	83-84	79-82	75-78	71-74	69-70	65-68	61-64	57-60	55-56	52-54	50-51	47-49	44-46	42-43	40-41	27-39	14-26	0-13

\*Greater than or equal to .5 round up to next whole number.



**Point Assignment for 3.1 through 3.2 and 8.1**

	Highly Effective		Effective						Developing					Ineffective		
<b>Points</b>	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<b>Percentage of Students Reaching Individual Growth Target</b>	91-100	81-90	71-80	61-70	50-60	46-49	41-45	35-40	33-34	30-32	27-29	24-26	21-23	14-20	8-13	0-7

**Point Assignment for 3.4 through 3.12 and 8.2**

	Highly Effective		Effective										Developing					Ineffective			
<b>Points</b>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<b>Percentage of Students Reaching Individual Growth Target</b>	95-100	88-94	81-87	74-80	67-73	58-66	51-57	50	47-49	43-46	39-42	35-38	33-34	31-32	28-30	25-27	23-24	21-22	14-20	8-13	0-7

\*Greater than or equal to .5 round up to next whole number.

**Point Assignment for 3.1 through 3.2 and 8.1**

	Highly Effective		Effective						Developing					Ineffective		
<b>Points</b>	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<b>Percentage of Students Reaching Individual Growth Target</b>	91-100	81-90	71-80	61-70	50-60	46-49	41-45	35-40	33-34	30-32	27-29	24-26	21-23	14-20	8-13	0-7

**Point Assignment for 3.4 through 3.12 and 8.2**

	Highly Effective		Effective										Developing					Ineffective			
<b>Points</b>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<b>Percentage of Students Reaching Individual Growth Target</b>	95-100	88-94	81-87	74-80	67-73	58-66	51-57	50	47-49	43-46	39-42	35-38	33-34	31-32	28-30	25-27	23-24	21-22	14-20	8-13	0-7

\*Greater than or equal to .5 round up to next whole number.

**TEACHER IMPROVEMENT PLAN FORM**  
 (To be completed jointly by teacher and the TIP Administrator)

*The purpose of this TIP is to help the teacher improve. It is not a disciplinary tool.*

Teacher Name \_\_\_\_\_ Assignment (Grade/Subject) \_\_\_\_\_

TIP Administrator Name \_\_\_\_\_ School \_\_\_\_\_

School year for which the rating of developing or ineffective (circle one) was received \_\_\_\_\_

School year for implementing the TIP \_\_\_\_\_ Date of initial TIP Conference \_\_\_\_\_

Period of the TIP \_\_\_\_\_ Target date for completion \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	EXPECTED OUTCOME(S)	TIMELINE (Include schedule of TIP meetings and target dates for completion of activities)	METHOD OF ASSESSMENT

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	EXPECTED OUTCOME(S)	TIMELINE	METHOD OF ASSESSMENT

*Sign to indicate agreement to this TIP:*

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

TIP Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

- - - - - Upon Completion of the TIP fill out the following - - - - -

Has the TIP been satisfied?     YES     NO    Date \_\_\_\_\_

*(If NO recommendations must be specified in the Administrator's comments below)*

Teacher's Comments:

TIP Administrator's Comments:

*Sign upon completion of this TIP:*

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

TIP Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

TEACHER IMPROVEMENT PLAN (TIP) LOG  
*(To be attached to TIP)*

Teacher Name \_\_\_\_\_ Assignment (Grade/Subject) \_\_\_\_\_

TIP Administrator Name \_\_\_\_\_ School \_\_\_\_\_

School year for which the rating of developing or ineffective (circle one) was receive \_\_\_\_\_

School year for implementing the TIP \_\_\_\_\_ Date of initial TIP Conference \_\_\_\_\_

Period of the TIP \_\_\_\_\_ Target date for completion \_\_\_\_\_

Date of Meeting	Topic / Actions Addressed	Support Provided	Satisfactory Progress (Yes or No)	Date Completed

Point assignment for 2.2 through 2.10 and 7.3

Point Assignment for HEDI Band

	Highly Effective			Effective									Developing				Ineffective				
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage of Students Reaching Individual Growth Target	100	93-99	85-92	83-84	79-82	75-78	71-74	69-70	65-68	61-64	57-60	55-56	52-54	50-51	47-49	44-46	42-43	40-41	27-39	14-26	0-13

\*Greater than or equal to .5 round up to next whole number.

**Point Assignment for 3.1 through 3.2 and 8.1**

	Highly Effective		Effective						Developing					Ineffective		
Points	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage of Students Reaching Individual Growth Target	91-100	81-90	71-80	61-70	50-60	46-49	41-45	35-40	33-34	30-32	27-29	24-26	21-23	14-20	8-13	0-7

**Point Assignment for 3.4 through 3.12 and 8.2**

	Highly Effective		Effective										Developing					Ineffective			
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Percentage of Students Reaching Individual Growth Target	95-100	88-94	80-87	74-79	67-73	58-66	51-57	50	47-49	43-46	39-42	35-38	33-34	31-32	28-30	25-27	23-24	21-22	14-20	8-13	0-7

**Point Assignment for 3.1 through 3.2 and 8.1**

	Highly Effective		Effective						Developing					Ineffective		
<b>Points</b>	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<b>Percentage of Students Reaching Individual Growth Target</b>	91-100	81-90	71-80	61-70	50-60	46-49	41-45	35-40	33-34	30-32	27-29	24-26	21-23	14-20	8-13	0-7

**Point Assignment for 3.4 through 3.12 and 8.2**

	Highly Effective		Effective										Developing					Ineffective			
<b>Points</b>	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<b>Percentage of Students Reaching Individual Growth Target</b>	95-100	88-94	81-87	74-80	67-73	58-66	51-57	50	47-49	43-46	39-42	35-38	33-34	31-32	28-30	25-27	23-24	21-22	14-20	8-13	0-7

\*Greater than or equal to .5 round up to next whole number.



EAST RAMAPO CENTRAL SCHOOL DISTRICT  
PRINCIPAL IMPROVEMENT PLAN FORM

Principal: \_\_\_\_\_ Date: \_\_\_\_\_ Building: \_\_\_\_\_

Follow-up Date: \_\_\_\_\_ (See below) Tenure \_\_\_\_\_

The principal and the Superintendent of Schools or his/her designee will complete this PIP form.  
Identify the Domain(s) being addressed below:

\_\_\_\_\_ **Domain 1: Shared Vision of Learning**

\_\_\_\_\_ **Domain 4: Community**

\_\_\_\_\_ **Domain 2: School Culture and Instructional Program**

\_\_\_\_\_ **Domain 5: Integrity, Fairness, Ethics**

\_\_\_\_\_ **Domain 3: Safe, Efficient, Effective Learning Environment**

\_\_\_\_\_ **Domain 6: Political, Social, Economic, Legal and  
and Cultural Context**

Goal(s): \_\_\_\_\_

STRATEGIES	RESOURCES NEEDED	EXPECTED OUTCOME(S)	DATE COMPLETED	GOAL(S) COMPLETED

This PIP must be conducted in accordance with the procedures agreed upon in the MOA.

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Date \_\_\_\_\_

**The Plan is to be reviewed by the end of the subsequent semester following its implementation. Please mark the appropriate box:**

\_\_\_\_\_ **Plan Complete**

\_\_\_\_\_ **Plan Confirmed**

\_\_\_\_\_ **New Plan**

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

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

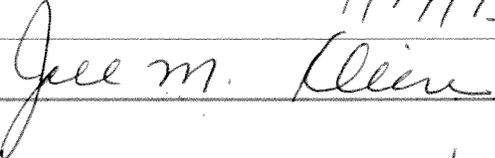
The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date: 1/14/13  


Teachers Union President Signature:      Date: 1/14/13  


Administrative Union President Signature:      Date:  


Board of Education President Signature:      Date:  
