



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

Commissioner of Education
President of the University of the State of New York
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December 7, 2012

Nancy Taddiken, Superintendent
Edgemont Union Free School District
300 White Oak Lane
Scarsdale, NY 10583

Dear Superintendent Taddiken:

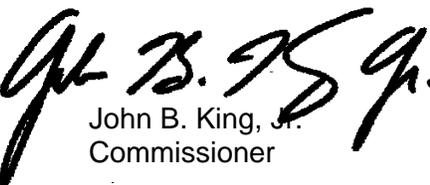
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 16, 2012

Updated Tuesday, November 20, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

660406030000

1.2) School District Name:

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

Edgemont Union Free 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 Wednesday, August 08, 2012

Updated Tuesday, December 04, 2012

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	Edgemont-developed assessment for grade K, ELA
1	District, regional, or BOCES-developed assessment	Edgemont-developed assessment for grade 1, ELA
2	District, regional, or BOCES-developed assessment	Edgemont-developed assessment for grade 2, ELA
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Using the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:

- i. Student population
- ii. Learning content
- iii. Interval of Instructional Time
- iv. Evidence
- v. Baseline
- vi. Target and HEDI Criteria
- vii. Rationale

Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.

A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceeded the Student Learning Objectives.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

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	Edgemont-developed assessment for grade K, Math
1	District, regional, or BOCES-developed assessment	Edgemont-developed assessment for grade 1, Math
2	District, regional, or BOCES-developed assessment	Edgemont-developed assessment for grade 2, Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Using the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:</p> <ul style="list-style-type: none"> i. Student population ii. Learning content iii. Interval of Instructional Time iv. Evidence v. Baseline vi. Target and HEDI Criteria vii. Rationale <p>Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.</p> <p>A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceeded the Student Learning Objectives.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Edgemont-developed assessment for grade 6, Science
7	District, regional or BOCES-developed assessment	Edgemont-developed assessment for grade 7, Science
	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.	<p>Using the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:</p> <ol style="list-style-type: none"> i. Student population ii. Learning content iii. Interval of Instructional Time iv. Evidence v. Baseline vi. Target and HEDI Criteria vii. Rationale <p>Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.</p> <p>A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceeded the Student Learning Objectives.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard and/or

is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Edgemont-developed assessment for grade 6, Social Studies
7	District, regional or BOCES-developed assessment	Edgemont-developed assessment for grade 7, Social Studies
8	District, regional or BOCES-developed assessment	Edgemont-developed assessment for grade 8, Social Studies

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 the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:

- i. Student population
- ii. Learning content
- iii. Interval of Instructional Time
- iv. Evidence
- v. Baseline
- vi. Target and HEDI Criteria
- vii. Rationale

Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.

A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.

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

The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceed the

	Student Learning Objectives.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

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	Edgemont-developed assessment for grade 9, Social Studies

	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.	<p>Using the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:</p> <ol style="list-style-type: none"> i. Student population ii. Learning content iii. Interval of Instructional Time iv. Evidence v. Baseline vi. Target and HEDI Criteria vii. Rationale <p>Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the</p>
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evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.

A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.

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

The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceed the Student Learning Objectives.

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

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

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 the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:
i. Student population

- ii. Learning content
- iii. Interval of Instructional Time
- iv. Evidence
- v. Baseline
- vi. Target and HEDI Criteria
- vii. Rationale

Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.

A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.

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

The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceed the Student Learning Objectives.

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

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

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	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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.

Note that neither Regents Geometry nor Regents Algebra 2 courses are offered at Edgemont Junior-Senior High School. Student Learning Objectives and HEDI ratings will be developed as described in Task 2.10 "All Other Courses." When a Student Learning Objective is required for one of these courses as part of a teacher's evaluation, results on a course-specific district assessment will be used as the evidence to support the SLO.

Using the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:

- i. Student population
- ii. Learning content
- iii. Interval of Instructional Time
- iv. Evidence
- v. Baseline
- vi. Target and HEDI Criteria
- vii. Rationale

Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.

A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.

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

The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceed the Student Learning Objectives.

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

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

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

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Using the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:</p> <ul style="list-style-type: none"> i. Student population ii. Learning content iii. Interval of Instructional Time iv. Evidence v. Baseline vi. Target and HEDI Criteria vii. Rationale <p>Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.</p> <p>A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceed the Student Learning Objectives.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p>

60-73% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

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
Foreign Languages	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each foreign language course
Music/Performing Arts	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Music/Performing Arts course
ESL	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each ESL course
Physical Education	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Physical Education course
Art/Fine Arts	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Arts/Fine Arts course
Technology	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Technology course
Health	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Health course
Non-Regents Social Studies Courses	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Social Studies course
Non-Regents Math Courses	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Math course
Non-Regents English Courses	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each English course
Non-Regents Science Courses	District, Regional or BOCES-developed	Edgemont-developed course-specific assessment for each Science course

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 the NYSED template, teachers must develop and submit Student Learning Objectives for approval by their building administration before November 30. Baseline data must be used to determine the target for student growth and those data must be attached to the SLO template. SLO's must include the following components:
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- i. Student population
- ii. Learning content
- iii. Interval of Instructional Time
- iv. Evidence
- v. Baseline
- vi. Target and HEDI Criteria
- vii. Rationale

Per state regulations, teachers must develop sufficient SLO's so that the growth of at least 50% of their students forms the basis of their scores. For courses that end in a state assessment, that assessment must be used as the evidence to support the evaluation. In instances where a district, regional, or BOCES-developed assessment is used, the assessment must be rigorous and comparable across classrooms.

A teacher's score will be based upon the percentage of students who achieved the target identified in the SLO. HEDI scoring bands will differ depending on the availability of a value-added score, according to the table in item 2.11.

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

The work of the teacher results in exceptional student academic growth beyond expectations during the school year. 86% or more of the students met or exceed the Student Learning Objectives.

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

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 74-85% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher. 60-73% of the students met or exceeded the Student Learning Objectives.

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

The work of the teacher does not result in acceptable student academic growth. 59% or less of the students met or exceeded the Student Learning Objectives.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/160605-TXEttx9bQW/Conversion table for Student Learning Objectives.docx

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, August 08, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results
5	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results

6	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results
7	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
8	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Teachers in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments (3.3) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.</p> <p>Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and all of the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:</p> <p>**Students who scored a 3 or 4 on the NYS ELA and Math exams. **Students who scored an 80% or better on a Regents exam **Students who scored a 3, 4, or 5 on an AP exam</p> <p>The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.3) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments (3.3) for specific point assignments.</p>

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 61-67%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results
5	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results
6	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results
7	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science,

		Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
8	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Teachers in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments (3.3) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.</p> <p>Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:</p> <ul style="list-style-type: none"> **Students who scored a 3 or 4 on the NYS ELA and Math exams. **Students who scored an 80% or better on a Regents exam **Students who scored a 3, 4, or 5 on an AP exam <p>The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.3) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.</p>
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<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments (3.3) for specific point assignments.</p> <p>For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (%</p>
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scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 61-67%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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/5139/160600-rhJdBgDruP/Conversion table for Local Assessments.docx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results

1	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results
2	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results
3	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results

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.	Teachers in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-20, as appropriate.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 61-67%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results
1	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results
2	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results
3	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA and Math results

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.	Teachers in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-20, as appropriate.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 61-67%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results
7	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
8	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.

Teachers in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:

**Students who scored a 3 or 4 on the NYS ELA and Math exams.

**Students who scored an 80% or better on a Regents exam

**Students who scored a 3, 4, or 5 on an AP exam

The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

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

For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 61-67%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.</p> <p>For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.</p> <p>For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.</p>

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	6(ii) School wide measure computed locally	NYS grade 3-6 ELA and Math results
7	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
8	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.	Teachers in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a
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percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:

**Students who scored a 3 or 4 on the NYS ELA and Math exams.

**Students who scored an 80% or better on a Regents exam

**Students who scored a 3, 4, or 5 on an AP exam

The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

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

For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 61-67%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3,

4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For elementary teachers (grade 6), students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Global 2	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
American History	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.

Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:

**Students who scored a 3 or 4 on the NYS ELA and Math exams.

**Students who scored an 80% or better on a Regents exam

**Students who scored a 3, 4, or 5 on an AP exam

The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score 0-20 or 0-15, as appropriate.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

Earth Science	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Chemistry	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Physics	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.	<p>Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:</p> <p>**Students who scored a 3 or 4 on the NYS ELA and Math exams. **Students who scored an 80% or better on a Regents exam **Students who scored a 3, 4, or 5 on an AP exam</p> <p>The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score 0-20 or 0-15, as appropriate.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local

Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Geometry	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Algebra 2	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.

Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for

each exam based on the following criteria:

**Students who scored a 3 or 4 on the NYS ELA and Math exams.

**Students who scored an 80% or better on a Regents exam

**Students who scored a 3, 4, or 5 on an AP exam

The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score 0-20 or 0-15, as appropriate.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

Grade 10 ELA	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Grade 11 ELA	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:</p> <ul style="list-style-type: none"> **Students who scored a 3 or 4 on the NYS ELA and Math exams. **Students who scored an 80% or better on a Regents exam **Students who scored a 3, 4, or 5 on an AP exam <p>The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score 0-20 or 0-15, as appropriate.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or</p>

better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For teachers in the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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
Foreign Language Courses	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Music/Performing Arts	6(ii) School wide measure computed locally	Elementary Schools: NYS grade 3-6 ELA and Math results; Junior-Senior High School: NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
ESL	6(ii) School wide measure computed locally	Elementary Schools: NYS grade 3-6 ELA and Math results; Junior-Senior High School: NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Physical Education	6(ii) School wide measure computed locally	Elementary Schools: NYS grade 3-6 ELA and Math results; Junior-Senior High School: NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Art/Fine Arts	6(ii) School wide measure computed locally	Elementary Schools: NYS grade 3-6 ELA and Math results; Junior-Senior High School: NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Technology	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Library	6(ii) School wide measure computed locally	Elementary Schools: NYS grade 3-6 ELA and Math results; Junior-Senior High School: NYS grade 7-8 ELA and Math results, Regents English, Integrated

		Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Health	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Non-Regents Social Studies Classes	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Non-Regents Science Classes	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Non-Regents Math Classes	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores
Non-Regents English Classes	6(ii) School wide measure computed locally	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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.	<p>Teachers in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.</p> <p>Teachers in the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment,</p>
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Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for each exam based on the following criteria:

**Students who scored a 3 or 4 on the NYS ELA and Math exams.

**Students who scored an 80% or better on a Regents exam

**Students who scored a 3, 4, or 5 on an AP exam

The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for all teachers in the Junior-Senior High School. We will use the Conversion Charts for Local Assessments (3.13) to convert that score into a HEDI score of 0-15 or 0-20, as appropriate.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 61-67%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

For teachers in the Junior-Senior High School (grades 7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments (3.13) for specific point assignments.

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

For elementary teachers, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

For teachers in the Junior-Senior High School (grades

7-8), students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local Assessments (3.3) for specific point assignments.

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/5139/160600-y92vNseFa4/Conversion table for Local Assessments.docx

3.14) Locally Developed Controls

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

No controls

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.

This will not happen because of the fact that all teachers in the school receive the same local assessment score based upon school-wide results on multiple standardized exams. The percentages of students meeting the benchmark on each exam are averaged to arrive at an overall success rate. For example, if 90% of the students meet the benchmark on the state ELA assessments and 92% meet it on the state Math assessments, then the composite success rate will be 91%. We use a conversion chart to translate this percentage into a HEDI score using the Conversion Charts for Local Assessments.

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, August 07, 2012

Updated Thursday, November 29, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(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]	45
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	15

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.

Over the course of the evaluation cycle, teachers will be evaluated on every element in the NYSUT Teacher Practice Rubric using the following scale:

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

At the end of the evaluation cycle, the teacher's scores on each element of the NYSUT Teacher Practice Rubric from each of his/her observations will be averaged. These scores will then be averaged to create a sub-score for each standard. In the event that an element

has not been scored in any of the teacher's observations, he/she will be invited to submit one or more artifacts to support his/her evaluation. If no artifacts are submitted, the teacher's score on the element will be Ineffective.

The seven sub-scores will be averaged to arrive at a composite rubric score on a scale of 0.0 to 4.0. This score will be converted to a 60-point scale using a conversion chart (see attachment).

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

[assets/survey-uploads/5091/160016-eka9yMJ855/Conversion tables for multiple measures of teacher effectiveness2.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To be rated as highly effective overall, the teacher must earn a significant majority of rubric subcomponent scores at the highly effective level producing a rubric score at or above 3.5. The teacher's overall rubric score will determine the specific point assignment using a conversion chart (see attachment).
Effective: Overall performance and results meet NYS Teaching Standards.	To be rated as effective overall, the teacher must earn a significant majority of rubric subcomponent scores at or above the effective level producing a rubric score at or above 2.5. The teacher's overall rubric score will determine the specific point assignment using a conversion chart (see attachment).
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be rated as developing overall, the teacher must earn a significant majority of rubric subcomponent scores below the effective level producing a rubric score at or above 1.8. The teacher's overall rubric score will determine the specific point assignment using a conversion chart (see attachment).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be rated as ineffective overall, the vast majority of the teacher's rubric scores must be below the effective level producing a rubric score below 1.8. The teacher's overall rubric score will determine the specific point assignment using a conversion chart (see attachment).

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	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, August 30, 2012

Updated Thursday, November 29, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, August 30, 2012
Updated Tuesday, December 04, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/170394-Df0w3Xx5v6/TIP form.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PRELIMINARY COMMENT: Education Law § 3012-c requires that the Annual Professional Performance Review constitute a "significant factor" in employment decisions, including but not limited to tenure determinations and the termination of probationary teachers. It does not require that the Annual Professional Performance Review be the sole or determinative factor in tenure or termination decisions, but merely that the Annual Professional Performance Review be considered in making such determinations.

PART I: GENERAL PROVISIONS.

A. Any teacher who receives a final rating of “developing” or a final rating of “ineffective” (other than for a second consecutive time, see Part II below), or who wishes to appeal with respect to the implementation of a Teacher Improvement Plan (“TIP”), may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating, or within fifteen (15) days after the occurrence of any alleged violation with respect to a TIP, by filing a written appeal on the form(s) provided below. No ratings of “effective” or “highly effective” may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible teacher and delivered to the Office of the Superintendent of Schools.

B. Terms used in this Procedure/Form include the following:

1. “Teacher” shall mean a tenured or probationary classroom teacher as the “classroom teacher” is defined in the Regulations of the Commissioner of Education.

2. “Days” shall mean school days.

C. 1. A teacher wishing to appeal should complete the appropriate form(s) below, articulating in detail the specific reasons for the appeal. Any objections to a rating or a TIP that are not set forth in the appeal are deemed waived for all purposes. Should additional detail require room beyond the space provided, the teacher may add additional sheets, and may attach copies of relevant documents in support of the appeal.

2. The appeal will consist of a single written submission, and no additional information may be submitted once an appeal is commenced.

3. The only grounds for appeal are these set forth on the forms below.

4. A teacher filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating or adjustment of a TIP.

5. While a teacher may file an appeal based on more than one of the grounds set forth below as supporting the appeal, s/he may not bring multiple appeals referencing the same annual performance review.

Ground 1: I appeal the substance of the annual professional performance review based upon the following:

Ground 2: I appeal the School District’s adherence to the standards and methodologies required for APPRs pursuant to Section 3012-c of the Education Law based upon the following:

Ground 3: I appeal the School District’s adherence to the Regulations of the Commissioner of Education:

Ground 4: I appeal the School District’s compliance with any applicable locally negotiated procedures based upon the following:

Ground 5: I appeal the School District’s issuance and/or implementation of the terms of the teacher improvement plan based upon the following:

D. The written appeal should also set forth the teacher’s name, tenure area, date of first employment in the School District, current assignment, and the address to which the teacher wishes the decision to be delivered. The date and the teacher’s signature must appear on the appeal.

E. Appeals will be determined on the basis of the paper record submitted by the teacher. Within twenty (20) days of the commencement of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect to the appeal, that shall be delivered to the address indicated by the teacher. Except as specifically provided in Part II below, the determination shall be final and binding, and will not be subject to further review either through a grievance procedure or arbitration. The time limits specified for either party shall be extended only by mutual agreement of the Superintendent of Schools and the Edgemont Teachers Association but a determination must still be made in a timely and expeditious manner.

PART II: PROCEDURE FOR APPEALS OF A SECOND INEFFECTIVE RATING ONLY.

An appeal by a teacher of a second consecutive “ineffective” rating shall be subject to the following procedure:

A. Appeals are limited to the following grounds only:

1) The substance of the annual professional performance review;

2) The District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law § 3012-c;

3) The District’s adherence to the Commissioner’s regulations, as applicable to such reviews;

4) The District’s compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; and

5) The District’s issuance and/or implementation of the terms of the teacher improvement plan under Education Law § 3012-c.

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

C. The teacher has the burden of establishing the basis for the appeal and providing the justification for a change in the rating.

D. Any appeal must be submitted to the Superintendent in writing no later than 15 days of the date when the teacher receives his/her annual professional performance review. A copy must be forward to the Administrator issuing the APPR.

E. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with

the appeal together with any supporting documents. Any information not submitted at the time the appeal is filed shall not be considered. Any objections to a rating or a TIP which are not set forth in the appeal are deemed waived for all purposes.

F. Within 10 days of receipt of an appeal, the Administrator who issued the APPR must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Administrator's response and are relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the Administrator, and any and all additional information submitted with the response, at the same time the response is filed with the Superintendent. The teacher shall have the right to reply in writing to the Administrator's response within five (5) calendar days.

G. Upon receipt of the submission of the Administrator who issued the APPR or improvement plan and any reply, the Superintendent shall review the appeal of the teacher as well as the response of the Administrator and any reply. The Superintendent or his/her designee may request additional information to assist in the determination of the appeal. Within thirty (30) days of the filing of the Appeal the Superintendent or his/her designee shall issue a written determination addressing the issues raised in the appeal. A copy of such decision shall be forwarded to the teacher filing the appeal and the Administrator.

H. 1. A teacher who has received two consecutive ineffective APPR evaluation ratings may initiate within 20 days a second level of appellate review by an arbitrator selected on a rotating basis from the following list, based upon rotation from those willing to accept the assignment and meet the time-frames of this procedure: Jay Siegel, Carol Wittenberg and Daniel Brent. The arbitrator must be selected within 10 days of receipt of the second level of appellate review. The parties shall jointly agree on procedures to replace any arbitrator who is unwilling to serve, or whose service has proven to be unsatisfactory.

2. The arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation, which shall be based solely upon the record developed on the initial appeal to the Superintendent, and the written arguments of the parties with respect to that record.

3. Upon receipt of a teacher request for further review, the Superintendent shall contact the arbitrator for availability and assign the case to such arbitrator by forwarding the written submissions, his/her determination and a copy of the APPR plan. The arbitrator selected shall issue a binding decision within 30 calendar days of the notice of appointment.

4. The costs of arbitration shall be borne equally by the School District and the Edgemont Teachers Association, except as provided in sub-divisions I and L below. If and to the extent that the State Education Department will pay for the cost of the arbitrator who hears the APPR appeal, then such payment will reduce the responsibilities of both parties pro rata.

I. If (a) the teacher has opted for arbitral review as provided above and (b) the School District proceeds to a probable cause finding under § 3020-a of the Education Law seeking discipline or termination of service based upon the second "ineffective" rating, then the arbitrator who ruled upon the teacher's appeal shall serve as the § 3020-a hearing officer. In such § 3020-a proceeding, issues previously adjudicated by the arbitrator with respect to the teacher's appeal of the rating shall not be re-litigated..

J. In order to obtain arbitral review of a second "ineffective" rating as provided herein, the tenured teacher must consent in writing, at the time of the filing of his/her appeal to the arbitrator, to the further engagement of the arbitrator to determine disciplinary charges should the District proceed to find probable cause under § 3020-a of the Education Law. Such consent shall be reviewed and signed off on by a representative of the Edgemont Teachers Association as part of the appeal. If the teacher does not execute such a consent, then the decision of the Superintendent of Schools with respect to the second "ineffective rating" shall be final and binding, without any further review.

K. The procedures set forth herein shall constitute the sole and exclusive means for initiating, reviewing and resolving any and all challenges, disputes or appeals related to an APPR and/or TIP. A teacher may not resort to any other contractual grievance procedure or arbitration of any kind for the resolution of challenges and appeals related to an APPR and/or improvement plan.

L. If, following a decision in arbitral review of a second "ineffective" rating and the School District decides to seek discipline or termination of service by reason of such rating, to be heard by the same arbitrator, then the School District's proceeding shall follow in all respects the mandates of § 3020-a and the Commissioner's Regulations related thereto, except that the State Education Department forms shall not be filed with the Commissioner of Education and instead will be filed with the arbitrator selected through this procedure, together with a notice of appointment from the District Clerk. The cost of the arbitrator in a §3020-a proceeding, together with cost of transcripts, shall be paid by the District. If and to the extent that the State Education Department will pay for the cost of the arbitrator who hears the § 3020-a proceeding, then such payment will reduce the amount to be paid by the District.

N. The provisions set forth above shall not alter the statutory rights of probationary and tenured teachers, or the obligations of the District, as set forth in Section 3013 of the Education Law, with respect to the abolition of positions.

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 Edgemont APPR Plan 2012-2013 states the following:

"The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities and will cover all required content as identified in the Commissioner's regulations.

Evaluator training will occur regionally in cooperation with one or more local BOCES. Annual professional development sessions for lead evaluators will be given in order to maintain inter-rater reliability over time and among evaluators, 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. The district will ensure that evaluators are re-certified, as needed, based upon any changes in the law, regulations, or applicable collective bargaining agreements."

During the summer of 2012, all of the Edgemont administrators received lead evaluator training from a network trainer obtained through Northern Westchester BOCES. Her training spanned five full days and covered all nine modules prescribed in the APPR regulations. Additionally, under her direction, we viewed and scored a number of video-taped lessons in order to become familiar with the NYSUT rubric and to ensure inter-rater reliability. A different trainer provided a one-day overview of the APPR process prior to that training. Additionally, many of the lead evaluators have attend BOCES-sponsored workshops on the Common Core Standards, and APPR. In the summer of 2011, all administrators attended a two-day seminar on teacher evaluation and APPR led by Charlotte Danielson. We all visit Engageny.org regularly to stay abreast of new developments in APPR and the Common Core Standards and we plan to spend one day each year rating and discussing videotaped lessons to maintain inter-rater reliability over time.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this

Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, August 30, 2012
Updated Wednesday, October 17, 2012

Page 1

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

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

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

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

K-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	None of the schools in Edgemont will require SLOs for their principals due to the fact that at least 30% of the students in each school will take the NYS assessments in a given year and the principal will receive the state-provided growth score based on the results.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, August 30, 2012

Updated Wednesday, November 21, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	NYS grade 3-6 ELA and Math results
7-12	(d) measures used by district for teacher evaluation	NYS grade 7-8 ELA and Math results, Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History exam scores, and all AP exam scores

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>Principals in the district's elementary schools will receive a local assessment score based upon school-wide results on the grades 3-6 NYS ELA and Math exams. Specifically, we will count the number of students who score a "3" or "4" on these exams and then compute that as a percentage of the students in the school who were eligible to take them. We will use the Conversion Charts for Local Assessments to convert that score into a HEDI score of 0-15.</p> <p>The principal of the Junior-Senior High School will receive a local assessment score based upon school-wide results on the grades 7-8 NYS ELA and Math exams, the Regents English, Integrated Algebra, Living Environment, Earth Science, Chemistry, Physics, Global, and American History Exams, and the Advanced Placement exams. Specifically, we will generate success rate percentages for</p>
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each exam based on the following criteria:

**Students who scored a 3 or 4 on the NYS ELA and Math exams.

**Students who scored an 80% or better on a Regents exam

**Students who scored a 3, 4, or 5 on an AP exam

The success rate for each of these groups of tests will be calculated (number of students who met the criteria/number of students who took the test) and then the three success rates will be averaged to compute an overall success rate for the Junior-Senior High School. We will use the Conversion Charts for Local Assessments to convert that score into a HEDI score of 0-15.

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

For elementary principals, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 86% or greater. See Conversion Charts for Local Assessments for specific point assignments.

For the principal of the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 80% or greater. See Conversion Charts for Local Assessments for specific point assignments.

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

For elementary principals, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between 68-85%. See Conversion Charts for Local Assessments for specific point assignments.

For the principal of the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 66-79%. See Conversion Charts for Local Assessments for specific point assignments.

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

For elementary principals, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was between between 61-67%. See Conversion Charts for Local Assessments for specific point assignments.

For the principal of the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was between 60-65%. See Conversion Charts for Local Assessments for specific point assignments.

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

For elementary principals, students' success rate on the NYS ELA and Math exams (% scoring a 3 or 4) was 60% or less. See Conversion Charts for Local Assessments for specific point assignments.

For the principal of the Junior-Senior High School, students' combined success rate on the NYS ELA and Math exams (% scoring a 3 or 4), Regents exams (% scoring 80% or better), and the AP Exams (% scoring a 3, 4, or 5) was 59% or less. See Conversion Charts for Local

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/5366/170409-qBFVOWF7fC/Conversion table for Local Assessments.docx

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

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

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

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

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

in a school with high school grades

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

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

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

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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/5366/170409-T8MIGWUVm1/Conversion table for Local Assessments.docx](#)

8.3) Locally Developed Controls

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

No local controls.

8.4) Principals with More Than One Locally Selected Measure

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

N/A

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, August 30, 2012

Updated Wednesday, November 21, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The following points will be assigned to each domain of the Multidimensional Principal Practice Rubric:

Domain Points

- 1 8*
- 2 20*
- 3 10*
- 4 6*
- 5 12*
- 6 4*

At the end of the year, each Principal will self-assess his/her practice using the MPPR for evidence of achievement and success. The evidence for each domain will be provided by the Principal at his/her discretion. Upon review of the Principal's self-assessment and evidence collected during observations/school visits and discussing these items with him/her, the Superintendent, a certified Lead Evaluator, will make the final point distribution using the MPPR. We will use the MPPR Conversion table (attached) to convert the scores on the various elements into a 60-point score and generate a HEDI score using the state-mandated bands:

Ineffective 0-15

Developing 16-30

Effective 31-44

Highly Effective 45-60

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/5143/170410-pMADJ4gk6R/MMPR Conversion Table.docx](#)

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

Highly Effective: Overall performance and results exceed standards.

The principal's performance and results exceed standards; he/she scores 45 or better on the MPPR.

Effective: Overall performance and results meet standards.	The principal's performance and results meet standards; he/she scores between 31 and 44 on the MPPR.
Developing: Overall performance and results need improvement in order to meet standards.	The principal's performance and results need improvement in order to meet standards; he/she scores between 16 and 30 on the MPPR.
Ineffective: Overall performance and results do not meet standards.	The principal's performance and results do not meet standards; he/she scores 15 or less on the MPPR.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	45-60
Effective	31-44
Developing	16-30
Ineffective	0-15

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, September 06, 2012

Updated Wednesday, October 17, 2012

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	45-60
Effective	31-44
Developing	16-30
Ineffective	0-15

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 Tuesday, August 28, 2012

Updated Thursday, November 29, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/169448-Df0w3Xx5v6/PIP_form_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

All appeals of a tenured Principal's end-of-year evaluation will be between the principal and the Superintendent. Principals may only appeal a rating of Developing or Ineffective and the scope of an appeal must be limited to those areas prescribed by education law 3012-c:

(1) the substance of the APPR;

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

Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents;

(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 §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

A Principal may appeal to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation, or within fifteen (15) days after the occurrence of any alleged violation with respect to a PIP, by filing a written appeal. A meeting between the principal and Superintendent to discuss the appeal must be scheduled within fifteen (15) days of receipt of the appeal by the Superintendent's office. The Principal may have a colleague accompany him/her to this meeting. In the event that a principal appeals his/her rating to the Superintendent, he/she will receive a final decision on the appeal within thirty (30) days of his/her meeting with the Superintendent. The year-end rating will not be subject to further review.

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 Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities and will cover all required content as identified in the Commissioner's regulations.

Evaluator training will occur regionally in cooperation with one or more local BOCES. Annual professional development sessions for lead evaluators will be given in order to maintain inter-rater reliability over time and among evaluators, 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. The district will ensure that evaluators are re-certified, as needed, based upon any changes in the law, regulations, or applicable collective bargaining agreements.

During the summer of 2012, all of the Edgemont administrators received lead evaluator training from a network trainer obtained through Northern Westchester BOCES. Her training spanned five full days and covered all nine modules prescribed in the APPR regulations. A different trainer provided a one-day overview of the APPR process prior to that training. Additionally, many of the lead evaluators have attend BOCES-sponsored workshops on the Common Core Standards, and APPR. In the summer of 2011, all administrators attended a two-day seminar on teacher evaluation and APPR led by Charlotte Danielson. We all visit Engageny.org regularly to stay abreast of new developments in APPR and the Common Core Standards and we plan to spend one day each year rating and discussing videotaped lessons and other materials to maintain inter-rater reliability over time.

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, August 28, 2012

Updated Wednesday, December 05, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/169443-3Uqgn5g9Iu/Scanned APPR signatures pages 12-5-12.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.

Edgemont Union Free School District

APPR Application 2012-2013

Conversion tables relevant to scoring of multiple measures of teacher effectiveness

The seven sub-scores will be averaged to arrive at a composite rubric score. This score will be converted to a 60-point scale using the chart below:

Rubric Score	Conversion Score		Rubric Score	Conversion Score		Rubric Score	Conversion Score
1.0	0		2.0	52		3.0	58
1.1	5		2.1	53		3.1	58
1.2	8		2.2	54		3.2	58
1.3	10		2.3	55		3.3	59
1.4	18		2.4	56		3.4	59
1.5	25		2.5	57		3.5	59
1.6	35		2.6	57		3.6	59
1.7	45		2.8	57		3.7	59
1.8	50		2.9	58		3.8	60
1.9	51		3.0	58		3.9	60
						4.0	60

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

Rating Category	Teacher Effectiveness Score
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

Edgemont UFSD
 2012-2013 APPR Application
 2.11: Conversion table for Student Learning Objectives

% of students who achieve/exceed target determined in the SLO	Basic Growth Measure (20%)	Value-Added Measure (25%)	HEDI Score
100%	20	25	H
95-99%	20	24	
90-94%	19	23	
86-89%	18	22	
85%	17	21	E
84%	17	20	
83%	16	19	
82%	15	18	
81%	14	17	
80%	14	16	
79%	13	15	
78%	12	14	
77%	11	13	
76%	11	12	
75%	10	11	
74%	9	10	
72-73%	8	9	
70-71%	8	8	
68-69%	7	7	
66-67%	6	6	
64-65%	5	5	
62-63%	4	4	
60-61%	3	3	
55-59%	2	2	I
50-54%	1	1	
0-49%	0	0	

Edgemont Union Free School District

APPR Plan

Conversion charts for local assessments

Elementary Schools:

Scores for elementary school teachers will be based upon the percentage of students school-wide earning a score of “3” or “4” on the New York State English and Mathematics exams. Points will be awarded as follows:

<i>Percentage of students meeting standard (3 or 4)</i>	<i>Basic Model</i>	<i>Value-Added Model</i>	<i>HEDI</i>
94%+	20	15	H
93%	19	14	
92%	19	14	
91%	19	14	
90%	19	14	
89%	18	13	
88%	18	13	
87%	18	13	
86%	18	13	
85%	17	13	
84%	17	13	E
83%	16	12	
82%	16	12	
81%	15	11	
80%	15	11	
79%	14	11	
78%	14	11	
77%	13	10	
76%	13	10	
75%	12	9	
74%	12	9	
73%	11	8	
72%	11	8	
71%	10	8	
70%	10	8	
69%	9	7	
68%	9	7	
67%	8	6	D
66%	8	6	
65%	7	5	

64%	6	5	
63%	5	4	
62%	4	3	
61%	3	2	
60%	2	2	
59%	1	1	I
58% or less	0	0	

Edgemont Junior-Senior High School

Scores for teachers at the Junior-Senior High School will be based upon a composite of school-wide results on the three assessments described below:

Exams	Measure	Weight
Comprehensive English, Global History, American History, Integrated Algebra, Living Environment, Chemistry, Earth Science and Physics Regents exams	Percentage of students who score 80 or above (defined by New York State as “college-ready”)	33.3%
Advanced Placement Exams	Percentage of students who achieve a score of 3, 4 or 5	33.3%
Grade 7 and 8 ELA and Math Exams	Percentage of students who achieve a score of 3 or 4	33.3%

These three measures will be averaged using equal weighting to arrive at a final school-wide score for all teachers. Points will be awarded as follows:

Percentage of students meeting standard (80%+)	Basic Model	Value-Added Model	HEDI
90%+	20	15	H
89%	19	14	
88%	19	14	
87%	19	14	
86%	19	14	
85%	19	14	
84%	18	14	
83%	18	14	
82%	18	14	
81%	18	14	
80%	18	14	E
79%	17	13	
78%	17	13	
77%	16	12	
76%	16	12	
75%	15	11	

74%	15	11	
73%	14	11	
72%	14	11	
71%	13	10	
70%	13	10	
69%	12	9	
68%	11	8	
67%	10	8	
66%	9	7	
65%	8	6	
64%	7	5	
63%	6	5	
62%	5	4	
61%	4	3	
60%	3	2	D
59%	2	2	
58%	1	1	
57% or less	0	0	
			I

Edgemont Union Free School District

APPR Plan

Conversion charts for local assessments

Elementary Schools:

Scores for elementary school teachers will be based upon the percentage of students school-wide earning a score of “3” or “4” on the New York State English and Mathematics exams. Points will be awarded as follows:

<i>Percentage of students meeting standard (3 or 4)</i>	<i>Basic Model</i>	<i>Value-Added Model</i>	<i>HEDI</i>
94%+	20	15	H
93%	19	14	
92%	19	14	
91%	19	14	
90%	19	14	
89%	18	13	
88%	18	13	
87%	18	13	
86%	18	13	
85%	17	13	
84%	17	13	E
83%	16	12	
82%	16	12	
81%	15	11	
80%	15	11	
79%	14	11	
78%	14	11	
77%	13	10	
76%	13	10	
75%	12	9	
74%	12	9	
73%	11	8	
72%	11	8	
71%	10	8	
70%	10	8	
69%	9	7	D
68%	9	7	
67%	8	6	
66%	8	6	
65%	7	5	

64%	6	5	
63%	5	4	
62%	4	3	
61%	3	2	
60%	2	2	
59%	1	1	I
58% or less	0	0	

Edgemont Junior-Senior High School

Scores for teachers at the Junior-Senior High School will be based upon a composite of school-wide results on the three assessments described below:

Exams	Measure	Weight
Comprehensive English, Global History, American History, Integrated Algebra, Living Environment, Chemistry, Earth Science and Physics Regents exams	Percentage of students who score 80 or above (defined by New York State as “college-ready”)	33.3%
Advanced Placement Exams	Percentage of students who achieve a score of 3, 4 or 5	33.3%
Grade 7 and 8 ELA and Math Exams	Percentage of students who achieve a score of 3 or 4	33.3%

These three measures will be averaged using equal weighting to arrive at a final school-wide score for all teachers. Points will be awarded as follows:

Percentage of students meeting standard (80%+)	Basic Model	Value-Added Model	HEDI
90%+	20	15	H
89%	19	14	
88%	19	14	
87%	19	14	
86%	19	14	
85%	19	14	
84%	18	14	
83%	18	14	
82%	18	14	
81%	18	14	
80%	18	14	
79%	17	13	E
78%	17	13	
77%	16	12	
76%	16	12	
75%	15	11	

74%	15	11		
73%	14	11		
72%	14	11		
71%	13	10		
70%	13	10		
69%	12	9		
68%	11	8		
67%	10	8		
66%	9	7		
65%	8	6		D
64%	7	5		
63%	6	5		
62%	5	4		
61%	4	3		
60%	3	2		
59%	2	2	I	
58%	1	1		
57% or less	0	0		

EDGEMONT UNION FREE SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP)
(To be completed jointly by the teacher and his/her principal)

Teachers who are identified as “developing” or “ineffective” would receive no later than 10 days from the date they report to work in September a Teacher Improvement Plan (TIP) aimed at supporting that teacher’s professional growth. The plan would have to be mutually agreed upon by the teacher and the principal. It would include identification of areas in need of improvement, a timeline for achieving improvement, how the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher’s improvement in those areas.

Name _____ School _____

School year plan is based on _____ Date of related APPR _____

Date of TIP Conference _____

1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

- Knowledge of Students and Student Learning
- Knowledge of Content and Instructional Planning
- Instructional Practice
- Learning Environment
- Assessment for Student Learning
- Professional Responsibilities and Collaboration
- Professional Growth

Additional information:

2. ACTION PLAN (*Detail steps to be taken*)

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES *(to support improvement in the areas identified as needing improvement including targeted PD)*

5. EVIDENCE *(How improvement will be assessed)*

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by: _____

Teacher's Signature _____ **Date** _____

Principal's Name (print) _____

Principal's Signature _____ **Date** _____

Edgemont Union Free School District
 Multidimensional Principal Practice Rubric Conversion Table
 2012-2013 APPR Plan

MPPR Rubric		
<i>Domain 1: Shared Vision of Learning (possible 8 points)</i>		
	Rubric Score	Conversion Score
Culture	1	1
	2	2
	3	3
	4	4
Sustainability	1	1
	2	2
	3	3
	4	4

MPPR Rubric		
<i>Domain 2: School Culture and Instructional Program (possible 20 points)</i>		
	Rubric Score	Conversion Score
Culture	1	1
	2	2
	3	3
	4	4
Instructional Program	1	1
	2	2
	3	3
	4	4
Capacity Building	1	1
	2	2
	3	3
	4	4
Sustainability	1	1
	2	2
	3	3
	4	4
Strategic Planning Process	1	1
	2	2
	3	3
	4	4

MPPR Rubric		
<i>Domain 3: Safe, Efficient, Effective Learning Environment (possible 10 points)</i>		
	Rubric Score	Conversion Score
Capacity Building	1	0
	2	0
	3	1
	4	2
Culture	1	0
	2	0
	3	1
	4	2
Sustainability	1	0
	2	1
	3	2
	4	3
Instruction Program	1	0
	2	1
	3	2
	4	3

MPPR Rubric		
<i>Domain 4: Community (possible 6 points)</i>		
	Rubric Score	Conversion Score
Strategic Planning Inquiry	1	0
	2	0
	3	1
	4	2
Culture	1	0
	2	0
	3	1
	4	2
Sustainability	1	0
	2	0
	3	1
	4	2

MPPR Rubric		
<i>Domain 5: Integrity, Fairness, Ethics (possible 12 points)</i>		
	Rubric Score	Conversion Score
Sustainability	1	1

	2	3
	3	5
	4	6
Culture	1	1
	2	3
	3	5
	4	6

MPPR Rubric		
<i>Domain 6: Political, Social, Economic, Legal and Cultural Context (possible 4 points)</i>		
	Rubric Score	Conversion Score
Sustainability	1	0
	2	0
	3	1
	4	2
Culture	1	0
	2	0
	3	1
	4	2

Edgemont Union Free School District

APPR Plan

Conversion charts for local assessments

Elementary Schools:

Scores for elementary school teachers will be based upon the percentage of students school-wide earning a score of “3” or “4” on the New York State English and Mathematics exams. Points will be awarded as follows:

<i>Percentage of students meeting standard (3 or 4)</i>	<i>Basic Model</i>	<i>Value-Added Model</i>	<i>HEDI</i>
94%+	20	15	H
93%	19	14	
92%	19	14	
91%	19	14	
90%	19	14	
89%	18	13	
88%	18	13	
87%	18	13	
86%	18	13	
85%	17	13	
84%	17	13	E
83%	16	12	
82%	16	12	
81%	15	11	
80%	15	11	
79%	14	11	
78%	14	11	
77%	13	10	
76%	13	10	
75%	12	9	
74%	12	9	
73%	11	8	
72%	11	8	
71%	10	8	
70%	10	8	
69%	9	7	
68%	9	7	
67%	8	6	D
66%	8	6	
65%	7	5	

64%	6	5	
63%	5	4	
62%	4	3	
61%	3	2	
60%	2	2	
59%	1	1	I
58% or less	0	0	

Edgemont Junior-Senior High School

Scores for teachers at the Junior-Senior High School will be based upon a composite of school-wide results on the three assessments described below:

Exams	Measure	Weight
Comprehensive English, Global History, American History, Integrated Algebra, Living Environment, Chemistry, Earth Science and Physics Regents exams	Percentage of students who score 80 or above (defined by New York State as “college-ready”)	33.3%
Advanced Placement Exams	Percentage of students who achieve a score of 3, 4 or 5	33.3%
Grade 7 and 8 ELA and Math Exams	Percentage of students who achieve a score of 3 or 4	33.3%

These three measures will be averaged using equal weighting to arrive at a final school-wide score for all teachers. Points will be awarded as follows:

Percentage of students meeting standard (80%+)	Basic Model	Value-Added Model	HEDI
90%+	20	15	H
89%	19	14	
88%	19	14	
87%	19	14	
86%	19	14	
85%	19	14	
84%	18	14	
83%	18	14	
82%	18	14	
81%	18	14	
80%	18	14	E
79%	17	13	
78%	17	13	
77%	16	12	
76%	16	12	
75%	15	11	

74%	15	11	
73%	14	11	
72%	14	11	
71%	13	10	
70%	13	10	
69%	12	9	
68%	11	8	
67%	10	8	
66%	9	7	
65%	8	6	
64%	7	5	
63%	6	5	
62%	5	4	
61%	4	3	
60%	3	2	D
59%	2	2	
58%	1	1	
57% or less	0	0	
			I

Edgemont Union Free School District

APPR Plan

Conversion charts for local assessments

Elementary Schools:

Scores for elementary school teachers will be based upon the percentage of students school-wide earning a score of “3” or “4” on the New York State English and Mathematics exams. Points will be awarded as follows:

<i>Percentage of students meeting standard (3 or 4)</i>	<i>Basic Model</i>	<i>Value-Added Model</i>	<i>HEDI</i>
94%+	20	15	H
93%	19	14	
92%	19	14	
91%	19	14	
90%	19	14	
89%	18	13	
88%	18	13	
87%	18	13	
86%	18	13	
85%	17	13	
84%	17	13	E
83%	16	12	
82%	16	12	
81%	15	11	
80%	15	11	
79%	14	11	
78%	14	11	
77%	13	10	
76%	13	10	
75%	12	9	
74%	12	9	
73%	11	8	
72%	11	8	
71%	10	8	
70%	10	8	
69%	9	7	
68%	9	7	
67%	8	6	D
66%	8	6	
65%	7	5	

64%	6	5	
63%	5	4	
62%	4	3	
61%	3	2	
60%	2	2	
59%	1	1	I
58% or less	0	0	

Edgemont Junior-Senior High School

Scores for teachers at the Junior-Senior High School will be based upon a composite of school-wide results on the three assessments described below:

Exams	Measure	Weight
Comprehensive English, Global History, American History, Integrated Algebra, Living Environment, Chemistry, Earth Science and Physics Regents exams	Percentage of students who score 80 or above (defined by New York State as “college-ready”)	33.3%
Advanced Placement Exams	Percentage of students who achieve a score of 3, 4 or 5	33.3%
Grade 7 and 8 ELA and Math Exams	Percentage of students who achieve a score of 3 or 4	33.3%

These three measures will be averaged using equal weighting to arrive at a final school-wide score for all teachers. Points will be awarded as follows:

Percentage of students meeting standard (80%+)	Basic Model	Value-Added Model	HEDI
90%+	20	15	H
89%	19	14	
88%	19	14	
87%	19	14	
86%	19	14	
85%	19	14	
84%	18	14	
83%	18	14	
82%	18	14	
81%	18	14	
80%	18	14	
79%	17	13	E
78%	17	13	
77%	16	12	
76%	16	12	
75%	15	11	

74%	15	11		
73%	14	11		
72%	14	11		
71%	13	10		
70%	13	10		
69%	12	9		
68%	11	8		
67%	10	8		
66%	9	7		
65%	8	6		D
64%	7	5		
63%	6	5		
62%	5	4		
61%	4	3		
60%	3	2		
59%	2	2	I	
58%	1	1		
57% or less	0	0		

EDGEMONT UNION FREE SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN (TIP)
(To be completed jointly by the principal and his/her evaluator)

Upon rating a principal as **Developing or Ineffective** through an annual professional performance review, the District shall develop and commence implementation of a Principal Improvement Plan (PIP).

Name _____ School _____

School year plan is based on _____ Date of related APPR _____

Date of PIP Conference _____

1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

2. ACTION PLAN *(Detail steps to be taken)*

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES *(to support improvement in the areas identified as needing improvement)*

5. EVIDENCE *(How improvement will be assessed)*

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by: _____

Principal's Signature _____ **Date** _____

Evaluator's Name (print) _____

Evaluator's Signature _____ **Date** _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 12/5/12

Nancy L. Taddiken

Teachers Union President Signature: Date: 12/5/12

Kathleen Fie

Administrative Union President Signature: Date:

N/A - No administrative union.

Board of Education President Signature: Date: 12/5/12

Thomas J. Kwamach