



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

Commissioner of Education
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December 26, 2012

James Opiekun, Superintendent
Floral Park-Bellerose Union Free School District
One Poppy Place
Floral Park, NY 11001

Dear Superintendent Opiekun:

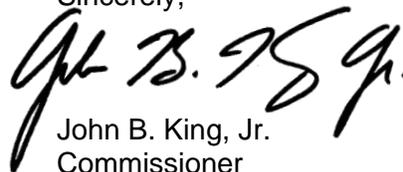
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 21, 2012

Updated Monday, December 10, 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

280222020000

1.2) School District Name:

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

Floral Park-Bellerose 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.

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 24, 2012

Updated Tuesday, December 18, 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	State-approved 3rd party assessment	STAR Early Literacy Learning Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Learning Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Learning Enterprise

	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	Teachers and their building principals will create SLO's and targets that are specific and measureable using
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	historical data from STAR Reading assessment results. The information used to create the SLOs are based on prior student learning data, baseline information, aligned to Common Core State Standards and District priorities. Appropriate and rigorous targets will be set for each SLO. Students pretest scores will be the baseline and will be compared to the final assessment score to determine growth. After each assessment is administered, the percentage of students meeting the growth target will be converted to a scale score of 0-20. Teachers can achieve all scale points from 0-20. These targets are different for each grades' SLO. This will then translate into a pre-determined HEDI rating (based on the State's criteria). For grade 3, the Star Assessment will be used as a pre-test, and targets will be set for the 3rd Grade State Assessment. Please see spreadsheet for additional information regarding HEDI point breakdown.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the district's priorities and baseline data, a vast majority of students meet district target goals in the area of language arts as evaluated by STAR Early Literacy learning Enterprise, Inc.: (Grades K-2) and NYS ELA Grade 3 Assessment (grade 3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the district's priorities and baseline data, a majority of students meet district target goals in the area of language arts as evaluated by STAR Early Literacy learning Enterprise, Inc.: (Grades K-2) and NYS ELA Grade 3 Assessment (grade 3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the districts priorities and baseline data, some of the students meet district target goals in the area of language arts as evaluated by STAR Early Literacy learning Enterprise, Inc.: (Grades K-2) and NYS ELA Grade 3 Assessment (grade 3).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the districts priorities, a few of the of students meet district target goals in the area of language arts as evaluated by STAR Early Literacy learning Enterprise, Inc.: (Grades K-2) and NYS ELA Grade 3 Assessment (grade 3).

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise
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>Teachers and their building principals will create SLO's and targets that are specific and measureable using historical data from STAR Math assessment results. The information used to create the SLOs are based on prior student learning data, baseline information, aligned to Common Core State Standards and District priorities. Appropriate and rigorous targets will be set for each SLO. Students pretest scores will be the baseline and will be compared to the final assessment score to determine growth. After each assessment is administered, the percentage of students meeting the growth target will be converted to a scale score of 0-20. Teachers can achieve all scale points from 0-20. These targets are different for each grades' SLO. This will then translate into a pre-determined HEDI rating (based on the State's criteria). For grade 3, the Star Assessment will be used as a pre-test, and targets will be set for the 3rd Grade State Assessment. Please see spreadsheet for additional information regarding HEDI point breakdown.</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>Based on the district's priorities and baseline data, a vast majority of students meet district target goals in the area of mathematics as evaluated by STAR Math Enterprise (Grades K-2) and NYS Math Grade 3 Assessment (grade 3).</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Based on the district's priorities and baseline data, a majority of students meet district target goals in the area of Mathematics as evaluated by STAR Math Enterprise (Grades K-2) and NYS Math Grade 3 Assessment (grade 3).</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Based on the districts priorities and baseline data, some of the students meet district target goals in the area of Mathematics as evaluated by STAR Math Enterprise (Grades K-2) and NYS Math Grade 3 Assessment (grade 3).</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Based on the districts priorities, a few of the of students meet district target goals in the area of Mathematics as evaluated by STAR Math Enterprise, Inc (Grades K-2) and NYS Math Grade 3 Assessment (grade 3).</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	Not applicable	Not applicable
7	Not applicable	Not applicable
	Science	Assessment

8	Not applicable	Not applicable
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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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Not applicable

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable
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.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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	Not applicable	Not applicable
Grade 10 ELA	Not applicable	Not applicable
Grade 11 ELA	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not applicable
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable

Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable

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
Consultant Teacher- Gr.2	State-approved 3rd party assessment	STAR Reading Enterprise
Self Contained Gr. 3	State Assessment	NY State Assessment : ELA and Math Gr. 3
Self Contained Gr. K-2 Primary	State-approved 3rd party assessment	STAR Early Literacy/Math Enterprise
ESL Grades 1-6	State Assessment	NYSESLAT
Consultant Teacher Gr. 3 and Gr. 6	State Assessment	NY State Assessment: ELA Gr.3 and Gr. 6
Self Contained Gr. K-2 MVP	State-approved 3rd party assessment	STAR Early Literacy/Math Enterprise
All Art K-6	State Assessment	District Wide State Assessment results in ELA: Average Gr. 3-6
All Music K-6	State Assessment	District Wide State Assessment results in ELA: Average Gr. 3-6
All Physical Education K-6	State Assessment	District Wide State Assessment results in ELA: Average Gr. 3-6
All Library	State Assessment	District Wide State Assessment results in ELA: Average Gr. 3-6
Gifted and Talented K-6	State Assessment	District Wide State Assessment results in ELA: Average Gr. 3-6

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.	Teachers and their building principals will create SLO's and targets that are specific and measureable using historical data from STAR assessment results. The information used to create the SLOs are based on prior student learning data, baseline information, aligned to Common Core State Standards and District priorities. Appropriate and rigorous targets will be set for each SLO. Students pretest scores will be the baseline and will be compared to the final assessment score to determine growth. After final assessment is administered, the
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percentage of students meeting the growth target will be converted to a scale score of 0-20. Teachers can achieve all scale points from 0-20. These targets are different for each grades'/teachers' SLO. This will then translate into a pre-determined HEDI rating (based on the State's criteria). For special area teachers (art, gym, music, physical education, library. Gifted and talented) these SLOs will be based on district wide state assessment results in ela. Please see spreadsheet for additional information regarding HEDI point breakdown.

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

Based on the district's priorities and historical data, a vast majority of students meet district target goals in the specified area (i.e. Consultant Teacher, Self Contained, English Language Learners, art, gym, music, physical education, library, gifted and talented) as evaluated by State-approved third party assessment (STAR Learning) or State assessment in each area.

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

Based on the district's priorities and baseline data, a majority of students meet district target goals in the specified area (i.e. consultant teacher, self-contained, esl, art, gym, music, physical education, library, gifted and talented) as evaluated by state approved third party assessment (STAR Learning) or State assessment in each area

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

Based on the district's priorities and baseline data, some of students meet district target goals in the specified area (i.e. consultant teacher, self-contained, esl, art, gym, music, physical education, library, gifted and talented) as evaluated by state approved third party assessment (STAR Learning) or State assessment in each area

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

Based on the district's priorities and baseline data, a few of students meet district target goals in the specified area (i.e. consultant teacher, self-contained, esl, art, gym, music, physical education, library, gifted and talented) as evaluated by state approved third party assessment (STAR Learning) or State assessment in each area

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

(No response)

2.11) HEDI Tables or Graphics

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

2.12) Locally Developed Controls

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

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

Not Applicable

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 Monday, May 21, 2012

Updated Tuesday, December 18, 2012

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	4) State-approved 3rd party assessments	STAR Reading learning, Enterprise, Inc.
5	4) State-approved 3rd party assessments	STAR Reading learning, Enterprise, Inc.:
6	4) State-approved 3rd party assessments	STAR Reading learning, Enterprise, Inc.:
7	Not applicable	Not applicable

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

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

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

The State approved 3rd party assessment, STAR learning, whose rigor is approved by the District to measure student growth will be administered three times during the school year. The attached chart describes how the points are allocated by Star Assessment. Teachers will use data results from a baseline administration of Star Reading. Targets will be set for the final assessment for each teacher. Based on the number of students that meet the established target, the instructor will be assigned 15 (value added) within the HEDI rating categories as identified on the conversion chart for local assessments. The percentage of students who are able to reach this level will be calculated and an average for each class will be derived. The percent breakdown is defined in attached chart based on number of students reaching benchmark. Teachers and administrators will utilize students' prior academic history to determine targets. Teachers and administrators will collaborate and decide which Star Assessment will be utilized to generate their HEDI points. Please note teachers are able to receive every possible point including zero.

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

Based on the District's priorities and historical data, a vast majority of students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Reading learning, Enterprise, Inc.

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

Based on the District's priorities and historical data, a majority of students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Reading learning, Enterprise, Inc.

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

Based on the District's priorities and historical data, some students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Reading learning, Enterprise, Inc.

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

Based on the District's priorities and historical data, few of the students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Reading learning Enterprise, Inc.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Mathematics, Enterprise, Inc.
5	4) State-approved 3rd party assessments	STAR Mathematics, Enterprise, Inc.
6	4) State-approved 3rd party assessments	STAR Mathematics, Enterprise, Inc.
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The State approved 3rd party assessment, STAR learning, whose rigor is approved by the District to measure student growth will be administered three times during the school year. The attached chart describes how the points are allocated by Star Assessment. Teachers will use data results from a baseline administration of Star Math. Targets will be set for the final assessment for each teacher. Based on the number of students that meet the established target, the instructor will be assigned 15 (value added) within the HEDI rating categories as identified on the conversion chart for local assessments. The percentage of students who are able to reach this level will be calculated and an average for each class will be derived. The percent breakdown is defined in attached chart based on number of students reaching benchmark. Teachers and administrators will utilize students' prior academic history to determine targets. Teachers and administrators will collaborate and decide which Star Assessment will be utilized to generate their HEDI points. Please note teachers are able to receive every possible point including zero.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's priorities and historical data, a vast majority of students will demonstrate growth and meet target growth in the area of Mathematics as evaluated by the results of STAR Mathematics, Enterprise.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's priorities and historical data, a majority of students will demonstrate growth and meet target growth in the area Mathematics as evaluated by the results of STAR Mathematics, Enterprise.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's priorities and historical data, some students will demonstrate growth and meet target growth in the area of Mathematics as evaluated by the results of STAR Mathematics, Inc.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on the District's priorities and historical data, few of the students will demonstrate growth and meet target growth in the area of Mathematics as evaluated by the

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/5139/131582-rhJdBgDruP/3.1 and 3.2 Local 15 points.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Learning, Enterprise, Inc.
1	4) State-approved 3rd party assessments	STAR Early Literacy Learning, Enterprise, Inc.
2	4) State-approved 3rd party assessments	STAR Early Literacy Learning, Enterprise, Inc.
3	4) State-approved 3rd party assessments	STAR Early Literacy Learning, Enterprise, Inc.

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.	The State approved 3rd party assessment, STAR Early Literacy Learning Assessment, whose rigor is approved by the District to measure student growth will be administered three times during the school year. For ELA, Kindergarten, 1st, 2nd and 3rd Grade teachers will use data results from a baseline administration of Star Reading/Early Literacy. The attached chart describes how the points are allocated by Star Assessment. Targets will be set for the final assessment for each teacher. Based on the number of students that meet the established target, the instructor will be assigned 20 points within the HEDI rating categories as identified on the conversion chart for local assessments. The percentage of students who are able to reach this level will be calculated and an average for each
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class will be derived. The percent breakdown is defined in attached chart based on number of students reaching their target. Teachers and administrators will utilize students' prior academic history to determine targets. Teachers and administrators will collaborate and decide which Star Assessment will be utilized to generate their HEDI points. Please note teachers are able to receive every possible point including zero.

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

Based on the District's priorities and historical data, a vast majority of the students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Early Literacy learning assessment.

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

Based on the District's priorities and historical data, a majority of the students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Early Literacy learning assessment.

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

Based on the District's priorities and historical data, some of the students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Early Literacy learning assessment.

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

Based on the District's priorities and historical data, a few of the students will demonstrate growth and meet target growth in the area of language arts as evaluated by the results of STAR Early Literacy learning assessment.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Mathematics, Enterprise, Inc.
1	4) State-approved 3rd party assessments	STAR Mathematics, Enterprise, Inc.
2	4) State-approved 3rd party assessments	STAR Mathematics, Enterprise, Inc.
3	4) State-approved 3rd party assessments	STAR Mathematics, Enterprise, Inc.

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.

The State approved 3rd party assessment, STAR Mathematics Assessment, whose rigor is approved by the District to measure student growth will be administered three times during the school year. For ELA, Kindergarten, 1st, 2nd and 3rd Grade teachers will use data results from a baseline administration of Star Reading/Early Literacy.

The attached chart describes how the points are allocated by Star Assessment. Targets will be set for the final assessment for each teacher. Based on the number of students that meet the established target, the instructor will be assigned 20 points within the HEDI rating categories as identified on the conversion chart for local assessments. The percentage of students who are able to reach this level will be calculated and an average for each class will be derived. The percent breakdown is defined in attached chart based on number of students reaching their target. Teachers and administrators will utilize students' prior academic history to determine targets. Teachers and administrators will collaborate and decide which Star Assessment will be utilized to generate their HEDI points. Please note teachers are able to receive every possible point including zero.

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

Based on the District's priorities and historical data, a vast majority of the students will demonstrate growth and meet target growth in the area of Mathematics as evaluated by the results of STAR mathematics

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

Based on the District's priorities and historical data, a majority of the students will demonstrate growth and meet target growth in the area of Mathematics as evaluated by the results of STAR mathematics

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

Based on the District's priorities and historical data, some of the students will demonstrate growth and meet target growth in the area of Mathematics as evaluated by the results of STAR mathematics

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

Based on the District's priorities and historical data, a few of the students will demonstrate growth and meet target growth in the area of Mathematics as evaluated by the results of STAR mathematics

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable
Global 2	Not applicable	Not applicable

American History	Not applicable	Not applicable
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For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	Not applicable
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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	Not applicable	Not applicable
Grade 10 ELA	Not applicable	Not applicable
Grade 11 ELA	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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
Grades 3-6 Special Education Teachers	4) State-approved 3rd party	STAR Reading/Mathematics, Enterprise
Grades 3-6 Reading Teachers	4) State-approved 3rd party	STAR Reading/Mathematics, Enterprise
Grades K-2 Special Education Teachers	4) State-approved 3rd party	STAR Early Literacy/Math, Enterprise
Grades K-2 Reading Teachers	4) State-approved 3rd party	STAR Early Literacy/Math, Enterprise
ESL Grades K-2	4) State-approved 3rd party	STAR Early Literacy, Enterprise
ESL Grades 3-6	4) State-approved 3rd party	STAR Reading, Enterprise
All Art K-6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments: Average Gr. 3-6
All Music K-6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments: Average Gr. 3-6

All Physical Education K-6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments: Average Gr. 3-6
All Library K-6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments: Average Gr. 3-6
Gifted and Talented K-6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments: Average Gr. 3-6
Self Contained Special Education Teachers	4) State-approved 3rd party	STAR Early Literacy/Reading/Math, Enterprise

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All teachers in the courses listed above will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School wide measures of student growth computed locally. This will be assessed using State provided growth score (median growth percentile for Grades 3-6). 2. State Approved 3rd party assessment based on percent of students reaching district decided targets as assessed by Star Learning. Please note that the assessment for Self Contained Special Education Teachers will be Star Early Literacy, Star Reading and Star Math because there are students for which each of those assessments are appropriate. The State approved 3rd party assessment, STAR Learning Assessment, whose rigor is approved by the District to measure student growth will be administered three times during the school year. FPBS District will utilize Star Learning Assessment and NYS ELA and Math assessments which are rigorous and comparable across grades. The targets will be different for each subject area. Library, Art, Music, Physical Education, Gifted and Talented will use school wide measure computed locally using the school average Gr.3-6 NYS ELA and Math Assessments. ESL, Reading, Special Education Teachers, Self-Contained teachers will use data results from a baseline administration of Star Learning Assessment. Targets will be set for the final assessment for each teacher. Based on the number of students that meet the established target, the instructor will be assigned 20 points within the HEDI rating categories as identified on the conversion chart for local assessments. The percentage of students who are able to reach this level will be calculated and an average for each class will be derived. The percent breakdown is defined based on number of students reaching their target.</p>
--	--

Teachers and administrators will utilize students' prior academic history to determine targets. Teachers and administrators will collaborate and decide which Star Assessment will be utilized to generate their HEDI points. Please note teachers are able to receive every possible point including zero. Teachers' targets will reflect rigorous growth for their specific populations.

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

Based on the District's priorities and historical data, a vast majority of the students will demonstrate growth, meet target growth, and/or achieve benchmark as evaluated by the assessment specified for each group of teachers (STAR or District wide assessment results).

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

Based on the District's priorities and historical data, a majority of the students will demonstrate growth, meet target growth based on percent change, and/or achieve benchmark as evaluated by the assessment specified for each group of teachers (STAR or District wide assessment results).

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

Based on the District's priorities and historical data, some of the students will demonstrate growth, meet target growth based on percent change, and/or achieve benchmark as evaluated by the assessment specified for each group of teachers (STAR or District wide assessment results).

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

Based on the District's priorities and historical data, a few of the students will demonstrate growth, meet target growth based on percent change, and/or achieve benchmark as evaluated by the assessment specified for each group of teachers (STAR or District wide assessment results).

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/5139/131582-y92vNseFa4/3.4,3.5,3.12.local.20pts.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.

Not applicable

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For classroom teachers in grades where they will be measured by multiple locally selected measures, the local assessment points will be arrived as follows: For Star Learning assessment scores, we will be averaging Mathematics and English language Arts. Teachers with more than one locally selected measure will have each measure scored and then weighted according to the population of students under that measure. For example, if a Special Education Teacher has 4 3rd grade students and 6 2nd grade students, the 3rd grade students will account for 40 percent of the score and the 2nd grade students will account for 60 percent of the score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 24, 2012

Updated Friday, December 21, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

Not Applicable

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]	40
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	20

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.

Evaluators will assign points based on indicators in these domains as follows: Domain I 13 pts; Domain II 12 points, Domain III 23 points and Domain IV 12 points for a total of 60 points. Points in each domain will be awarded 0-10 in each domain with additional points awarded in each domain totaling 20 overall. A minimum of 3 observations, one announced and two unannounced (tenured teachers) and 4 observations, two announced and two unannounced (non tenured teachers), will be the basis for evaluating the teacher in Domains I, II, and III. As part of the post-observation process, the teacher will be made aware of and receive a copy of his or her observation including the points awarded in each of the Domains I, II, and III. The 20 points for Domains I, II, III and IV will be based on evidence of student development with the use of structured review of professional goals, parent communication, lesson plans, student portfolios, teacher artifacts and professional development. The artifacts will be submitted to the building principal for review.

See table for breakdown of points.

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.

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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.	Based on the District's priorities, the teacher far exceeds the level of performance expected as assessed by the Danielson rubric and would fall between 58-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the District's priorities, the teacher meets the level of performance expected as assessed by the Danielson rubric and would fall between 36-57 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the District's priorities, the teacher needs improvement in order to meet the level of performance expected as assessed by the Danielson rubric and would fall between 27-35.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the District's priorities, the teacher does not meet level of performance expected as assessed by the Danielson rubric and would fall between 0-26.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	36-57
Developing	27-35
Ineffective	0-26

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers 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 tenured teachers be done in person, by video, or both?

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 24, 2012

Updated Wednesday, September 26, 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	58-60
Effective	36-57
Developing	27-35
Ineffective	0-26

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 24, 2012

Updated Friday, December 14, 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/5265/133037-Df0w3Xx5v6/TEACHER+IMPROVEMENT+PLAN[1].doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEAL OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

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

Appeals shall be limited to:

- The substance of the annual professional performance review
- The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law.
- The school district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP)
- Procedural issues regarding the observation will be subject to the grievance procedure as stipulated in the FPBDA bargaining agreement.

Burden of Proof:

- Teachers receiving a rating of Developing or Ineffective may appeal the evaluation to the superintendent of schools.
- In such appeal, the teacher has the burden of demonstrating the clear legal right to the appeal and the relief requested.
- The teacher, upon written request, shall be provided with relevant student achievement test or data results.

Timeline for filing an appeal:

- The following timeframes referred to herein may be extended by mutual consent of both parties, so as long as the timeline remains expeditious and follows educational law 3012-C(5).
- Appeals must be submitted in writing no later than fifteen (15) calendar days from the date that the teacher receives his or her annual professional performance review.
- The failure to file an appeal within these fifteen (15) days shall be deemed a waiver of the right to appeal.
- The teacher must submit a written detailed description of the specific areas of disagreement in his/her review. This issuance should include the performance review and/or improvement plan and any additional documentation relevant to the appeal.

Timeframe for district response:

- The district administrator or staff member responsible for issuing the performance review must submit a written detailed response to the appeal within fifteen (15) calendar days.
- The response should include any and all additional documents or materials specific to the points of disagreement in the appeal.
- Any documentation not filed with the response shall not later be considered in the deliberation or resolution of the appeal.
- The teacher filing the appeal shall be given a copy of the district administrator's written response.

Decision of appeal:

- The final decision of appeal is rendered by the superintendent of schools.
- This decision shall be rendered no later than thirty (30) calendar days from the date on which the teacher filed the appeal.
- Such a decision shall be given in writing and include all relevant papers included in the appeal process.
- Such decision shall be final.
- If the appeal is sustained, the reviewer may set aside a rating if it has been affected by error or defect, modify a rating if affected by error or defect, or order a new evaluation if procedures have been violated.
- Nothing shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020 (a).

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 process by which evaluators will be certified incorporates The Nine Training Requirements according to the Commissioner's regulations (30-2.9) the substance of the training will cover nine training elements. The training requirements will include:

1. NYS Teaching Standards and the ISLLC, 2008 Leadership Standards
2. Evidence-based observation techniques
3. Application and use of the student growth and value-added growth model
4. Application and use of State-approved teacher/principal rubrics
5. Application and use of any assessment tools you intend to use (e.g. portfolios, surveys, goals)
6. Application and use of any State-approved locally developed measures of student achievement you intend to use
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology used by the department and/or your district
9. Specific considerations in evaluating teachers and principals of English language

One of the nine required training elements according to the Commissioner's Regulations (30-2.9) is the "application and use of State-approved teacher/principal rubrics. Teacher rubrics selected

are the Danielson 2007 Rubrics and the principal rubric selected are the Marshall's Principal Evaluation Rubric

The training of the Lead Evaluators and Evaluators was conducted through Nasau BOCES as well as Candi McKay Consulting L.L.C. through ten full days of seminars. Inter-rater reliability was achieved as the District team of evaluators worked collaboratively analyzing and discussing videos of lessons presented.

The evidence of all the trainings will be presented to the Board of Education who will certify that the Superintendent, Assistant Superintendent and Principals are all highly qualified to be lead evaluators for the teachers' APPR. The Board will re-certify all lead evaluators each school year after reviewing the on-going trainings they attend.

The Superintendent, Assistant Superintendent and Principals will attend additional professional development workshops and trainings as they are scheduled by BOCES and SED.

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 Tuesday, June 12, 2012

Updated Wednesday, September 26, 2012

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

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

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

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

Pk-6
(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
NA		NA
		NA

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.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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.

NA

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, June 12, 2012

Updated Friday, December 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	(b) results for students in specific performance levels	STAR Early Literacy Enterprise ELA/Math

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The HEDI categories are depicted by the following breakdown: 100-85%-Highly Effective; 84-50%-Effective; 49-25%-Developing; 0-24%-Ineffective. The HEDI rating categories are aligned with student performance on the locally selected measure. Based on the number of average students' performance school wide that meet the established targets set by district personnel, the principal will be assigned points within the HEDI rating categories. The principals' HEDI score will be based on the aggregate student local performance score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(100-85%) of students meeting/exceeding targets on locally selected measures will obtain a Highly Effective HEDI rating
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(84-50%) of students meeting/exceeding targets on locally selected measures will obtain an Effective HEDI rating
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(49-25%) of students meeting/exceeding targets on locally selected measures will obtain a Developing HEDI rating

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

(0-24%) of students meeting/exceeding targets on locally selected measures will obtain an Ineffective HEDI rating

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/5366/141903-qBFVOWF7fC/8.1.with percents.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
		NA

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

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.

(No response)

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.

Not Applicable

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.

NA

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, May 24, 2012

Updated Monday, December 10, 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.

Marshall's Principal Evaluation 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 Kim Marshall's Principal Evaluation rubric will be utilized. This rubric will be used to measure principal effectiveness and the awarding of 0-60 in the other measures of principal effectiveness points. The rubric evaluation summary page will be utilized to compute the overall rating of the six domains being evaluated. The six domains evaluating the principal's job performance are:

- a. Diagnosis and planning (10 points);*
- b. Priority management and communication (10 points);*
- c. Curriculum and data (10 points);*
- d. Supervision, evaluation and professional development (10 points);*
- e. Discipline and parent involvement (10 points)*
- f. Management and external relations (10 points)*

In each of the six domains there are ten categories. A point range from one to four (does not meet standards, improvement necessary, effective and highly effective, respectively) is assigned to each element. An average score for each domain is calculated into one number between 1 and 4. These 6 ratings are averaged into one total average rubric score (1-4). It is then converted to a single composite score ranging from 0-60. This score is aligned to the district determined HEDI band as follows:

58-60 Highly Effective; 47-57 Effective; 22-45 Improvement Necessary; 0-20 Does Not Meet Standards. Please see attached spreadsheet for rubric and conversion alignment scores.

Principals will be required to present the following evidence in support of this rubric inclusive but not limited to: short and long range instructional building goals, short and long range personal, professional development goals, Faculty meeting and grade level meeting agendas,, school-wide curriculum initiatives or staff development facilitated by the administrator, teacher evaluation forms, recommendations for growth, TIP plans, parental communications, ,Service projects, community outreach, professional organization membership and leadership roles, submits record of monitoring teacher improvement progress and feedback communications to that extent, management and building procedures and practices, Provides examples of plan book feedback, provides examples of communications that deal with support staff such as clerical, monitors, custodians, teacher aides

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/5143/133056-pMADJ4gk6R/9.7.marshall.principal.rubric.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.

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>A highly effective rating is achieved by demonstrating exemplary performance in the following areas:</p> <ul style="list-style-type: none"> a. Diagnosis and planning (10 points); b. Priority management and communication (10 points); c. Curriculum and data (10 points); d. Supervision, evaluation and professional development (10 points); e. Discipline and parent involvement (10 points); f. Management and external relations (10 points) <p>The overall composite score for a rating of highly effective will range from 58-60.</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>An effective rating is achieved by demonstrating strong performance in the following areas:</p> <ul style="list-style-type: none"> a. Diagnosis and planning (10 points); b. Priority management and communication (10 points); c. Curriculum and data (10 points); d. Supervision, evaluation and professional development (10 points); e. Discipline and parent involvement (10 points); f. Management and external relations (10 points) <p>The overall composite score for a rating of effective will range from 47-57.</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>An improvement Necessary rating is achieved by demonstrating a need for improvement performance in the following areas:</p> <ul style="list-style-type: none"> a. Diagnosis and planning (10 points); b. Priority management and communication (10 points); c. Curriculum and data (10 points); d. Supervision, evaluation and professional development (10 points); e. Discipline and parent involvement (10 points); f. Management and external relations (10 points) <p>The overall composite score for a rating of Improvement Necessary will range from 22-45.</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>A Does Not Meet Standards rating is achieved by demonstrating poor performance in the following areas:</p> <ul style="list-style-type: none"> a. Diagnosis and planning (10 points); b. Priority management and communication (10 points); c. Curriculum and data (10 points); d. Supervision, evaluation and professional development (10 points); e. Discipline and parent involvement (10 points); f. Management and external relations (10 points) <p>The overall composite score for a rating of Does Not Meet Standards will range from 0-20.</p>

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	47-57
Developing	22-45
Ineffective	0-20

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	1
By trained administrator	3
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, June 12, 2012

Updated Monday, December 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	58-60
Effective	47-57
Developing	22-45
Ineffective	0-20

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 24, 2012

Updated Tuesday, December 18, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/133065-Df0w3Xx5v6/063012+PIP+Principals+APPR.doc>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEAL PROCESS

A. Any principal who receives an ineffective or developing rating on their annual total composite APPR or a tenured principal who receives a developing on the 60 Rubric HEDI rating, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, Juli Mulcahy, Assistant to the Superintendent for Special Services who shall be trained in accordance with the requirements of the statute and regulations and also

possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

D. The Superintendent or the Superintendent's administrative designee, the Assistant to the Superintendent for Special Services shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered preliminary.

E. If not satisfied by the preliminary decision of the Superintendent or his/her designee the building principal shall within three (3) school days request a review be performed by a mutually agreed upon retired administrator. Within five (5) calendar days the parties from the request for review the parties shall be furnished a list of retired administrators willing to conduct a review from the New York State Retired Supervisors and Administrators Association or any other organization that may maintain such a list. The list of names shall also include resume and fees. If the parties within five (5) business days cannot mutually agree upon the selection of the retired administrator the list shall be provided to the AAA for selection. The cost of the AAA will be borne equally by both parties. The fee for the review shall in no event exceed customary AAA arbitrator rates. The cost of the independent review shall be born equally by both parties.

F. The Internal Review Panel consisting of three members (Superintendent's Designee, Principal's Mentor (must be included within PIP for this option), and Administrative Designee), will hear an appeal of an administrator who receives an "ineffective" rating, within 3 days of their appointment which follows the conclusion of Section E of the appeal process. The Internal Review Panel may modify the evaluation, set aside the rating and/or call for a new review conducted by a trained non-bargaining unit administrator other than the original evaluator. The Internal Review Committee shall have the authority to uphold, rescind or revise the Building Principal's "ineffective" evaluation. The decision of the Internal Review Panel will be rendered within 5 days upon conclusion of their hearing and shall be final and binding by both parties.

G. The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented to the retired administrator for review within fifteen (15) business days after his/her selection. Upon completion of the review the retired administrator shall render a written advisory opinion within ten (10) business days after receipt of the evidence and arguments from both sides. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including but not limited to, adjustments to the principal improvement plan or other corrective actions.

H. Upon receipt of the advisory decision the Superintendent shall within five (5) school days review said advisory opinion and in his/her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the Superintendent or the Superintendent's administrative designee upon review of the advisory opinion shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

I. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties' collective bargaining agreement.

J. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

K. Effective upon separation of employment of the Superintendent of Schools presently employed by the district as of June 30, 2012, the advisory opinion contained in paragraph E above shall become final and binding in all regards and shall not be subject to review

by the Superintendent, or at arbitration, or before any administrative agency or in any court of law.

L. This appeal shall sunset, becoming null and void in all regards on the close of business after the last appeal is finally determined for the 2012-13 School Year.

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 process by which evaluators will be certified incorporates The Nine Training Requirements according to the Commissioner's regulations (30-2.9) the substance of the training will cover nine training elements. The training requirements will include:

1. NYS Teaching Standards and the ISLLC, 2008 Leadership Standards
2. Evidence-based observation techniques
3. Application and use of the student growth and value-added growth model
4. Application and use of State-approved teacher/principal rubrics
5. Application and use of any assessment tools you intend to use (e.g. portfolios, surveys, goals)
6. Application and use of any State-approved locally developed measures of student achievement you intend to use
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology used by the department and/or your district
9. Specific considerations in evaluating teachers and principals of English language

One of the nine required training elements according to the Commissioner's Regulations (30-2.9) is the "application and use of State-approved teacher/principal rubrics. Teacher rubrics selected are the Danielson 2007 Rubrics and the principal rubric selected are the Marshall's Principal Evaluation Rubric.

The training of the Lead Evaluators and Evaluators was conducted through Nassau BOCES as well as Candi McKay Consulting L.L.C. through ten full days of seminars. Inter-rater reliability was achieved as the District team of evaluators worked collaboratively analyzing and discussing videos of lessons presented.

The evidence of all the trainings will be presented to the Board of Education who will certify that the Superintendent and Assistant Superintendent are both highly qualified to be lead evaluators for the Principals' APPR. The Board will re-certify both lead evaluators each school year after reviewing the on-going trainings they attend.

The Superintendent and Assistant Superintendent will attend additional professional development workshops and trainings as they are scheduled by BOCES and SED.

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 Thursday, May 24, 2012

Updated Thursday, December 20, 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/5581/133074-3Uqgn5g9Iu/APPR plan signed 12-20-12.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.

Table#1
K-2GROWTH Measure~RenaissanceSTARReading andMath Assessment0-20pointallocation

Applies to K-2 teachers and Consultant Teacher Gr. 2 (ELA) who are administering ELA and Math using 3rd party assessment RenaissanceSTAR

Highly Effective 18-20			Effective 9 -17									Developing 3 -8					Ineffective 0 -2			
Results are well-above District adopted expectations for achievement for grade/subject. A vast majority of students meet district target goals			Results meet District adopted expectations for grade/subject. A majority of students meet district target goals.									Results are below District adopted expectations for achievement for grade/subject. Some of the students meet district target goals.					Results are well-below District adopted expectations for achievement for grade/subject. A few of the students meet district target goals.			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-94%	93-91%	90-89%	88%	87%	86%	85%	84-82%	81-78%	77-76%	75%	74-70%	69-65%	64-62%	61-59%	58-54%	53-50%	49-30%	29-20%	19-0%
<p>The STAR assessment will be used as a pretest with targets based on pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score. The percentage of students meeting the growth target(s) will be converted to score 0-20.</p> <p>K-2 teacher is rated Highly Effective if 91%-100% of the students achieve their goals.</p> <p>K-2 teacher is rated Effective if 75%- 90% of the students achieve their goals.</p> <p>K-2 teacher is rated Developing if 50%- 74% of the students achieve their goals.</p> <p>K-2 teacher is rated Ineffective if 0% - 49% of the students achieve their goals</p>																				

Table#2

GROWTH Measure~SLOs with State assessments for Reading and Math

Growth is based on percentage of students who meet the targets set in each SLO

0-20 point allocation

Applies to **Grade 3 teachers** where SLOs are set with **NYS ELA and Math assessments** that will be used as evidence of growth.

Highly Effective			Effective									Developing						Ineffective		
Results are well-above state average for similar students. A vast majority of students meet target goals.			Results meet state average for similar students. A majority of students meet target goals.									Results are below state average for similar students. Some of the students meet target goals.						Results are well-below state average for State assessment. A few of the of students meet target goals.		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-88%	87-80%	79%	78%	77%	76%	75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-39%	38-35%	34-32%	31-30%	29-20%	19-16%	0-15%
<p>The SLOs will be rigorous and comparable. Growth targets will be set based on prior academic performance (Star Reading and Math) of the students assigned to the teacher. This prior performance data will be the baseline and will be compared to the final assessment score (NYS ELA and Math assessments) to determine growth.</p> <p>The percentage of students meeting the growth target will be converted to a score of 0-20.</p> <p>A teacher will be rated Highly Effective if 80%-100% of her/his students meet the growth target set in the SLO.</p> <p>A teacher will be rated Effective if 79% - 55% of her/his students meet the growth target set in the SLO.</p> <p>A teacher will be rated Developing if 54% - 30% of her/his students meet the growth target set in the SLO.</p> <p>A teacher will be rated Ineffective if 29% - 0% of her/his students meet the growth target set in the SLO.</p>																				

Table#3

GROWTH Measure~SLOs with State assessments for Reading

Growth is based on percentage of students who meet the targets set in each SLO

0-20 point allocation

Applies to Teachers where SLOs are set with **NYS ELA assessments** that will be used as evidence of growth. These **SLOs** are for **Art, Music, PE, Library, Gifted and Talented courses**

Highly Effective			Effective									Developing					Ineffective			
Results are well-above state average for similar students. A vast majority of students meet target goals			Results meet state average for similar students. A majority of students meet target goals.									Results are below state average for similar students. Some of the students meet target goals.					Results are well-below state average for State assessment. A few of the students meet target goals.			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-94%	93-91%	90-89%	88%	87%	86%	85%	84-82%	81-78%	77-76%	75%	74-70%	69-65%	64-62%	61-59%	58-54%	53-50%	49-30%	29-20%	19-0%

The SLOs will be rigorous and comparable. Growth targets will be set based on prior academic performance of the students assigned to the teacher. This prior performance data will be the baseline and will be compared to the final assessment score (State Assessment results ELA and Math) to determine growth.

The percentage of students meeting the growth target will be converted to a score of 0-20.

A teacher will be rated **Highly Effective** if 91%-100% of her/his students meet the growth target set in the SLO.

A teacher will be rated **Effective** if 75%-90% of her/his students meet the growth target set in the SLO.

A teacher will be rated **Developing** if 50%-74% of her/his students meet the growth target set in the SLO.

A teacher will be rated **Ineffective** if 0%-49% of her/his students meet the growth target set in the SLO.

Table#4

GROWTH Measure~SLOs with State assessments for Reading and Math

Growth is based on percentage of students who meet the targets set in each SLO

0-20 point allocation

Applies to Teachers where SLOs are set with **NYS ELA and Math assessments** that will be used as evidence of growth. These SLOs are for **Self Contained Teacher: Gr.3 (ELA and Math)**,

Highly Effective			Effective									Developing					Ineffective			
Results are well-above state average for similar students. A vast majority of students meet target goals			Results meet state average for similar students. A majority of students meet target goals.									Results are below state average for similar students. Some of the students meet target goals.					Results are well-below state average for State assessment. A few of the students meet target goals.			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-86%	85-75%	74%	73-71%	70-66%	65-61%	60%	59-58%	57-55%	54-52%	51-50%	49-45%	44-43%	42-40%	39-36%	35-32%	31-25%	24-20%	19-12%	11-0%

The SLOs will be rigorous and comparable. Growth targets will be set based on prior academic performance of the students assigned to the teacher. This prior performance data will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a score of 0-20.

A teacher will be rated **Highly Effective** if 75%-100% of her/his students meet the growth target set in the SLO.
 A teacher will be rated **Effective** if 50%- 74% of her/his students meet the growth target set in the SLO
 A teacher will be rated **Developing** if 25%- 49% of her/his students meet the growth target set in the SLO.
 A teacher will be rated **Ineffective** if 0%- 24% of her/his students meet the growth target set in the SLO

Table#5
GROWTH Measure~SLOs with State assessments (NYSESLAT)
 Growth is based on percentage of students who meet the targets set in each SLO
0-20 point allocation

Applies to Teachers where SLOs are set with **NYSESLAT (ESL Teachers)** that will be used as evidence of growth. These **SLOs** are for teachers of ESL (ELA).

Highly Effective			Effective									Developing						Ineffective		
Results are well-above state average for similar students. A vast majority of students meet target goals.			Results meet state average for similar students. A majority of students meet target goals.									Results are below state average for similar students. Some of the students meet target goals.						Results are well-below state average for State assessment. A few of the students meet target goals.		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-88%	87-80%	79%	78%	77%	76%	75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-39%	38-35%	34-32%	31-30%	29-20%	19-16%	0-15%
<p>The SLOs will be rigorous and comparable. Growth targets will be set based on prior academic performance of the students assigned to the teacher. This prior performance data will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a score of 0-20.</p> <p>A teacher will be rated Highly Effective if 80%-100% of her/his students meet the growth target set in the SLO. A teacher will be rated Effective if 55%-79% of her/his students meet the growth target set in the SLO. A teacher will be rated Developing if 30%-54% of her/his students meet the growth target set in the SLO. A teacher will be rated Ineffective if 0%-29% of her/his students meet the growth target set in the SLO.</p>																				

Table#6
GROWTH Measure~SLOs with State assessments (ELA)

Growth is based on percentage of students who meet the targets set in each SLO

0-20 point allocation

Applies to Teachers where SLOs are set with **NYS ELA assessments** that will be used as evidence of growth. These **SLOs** are for **Consultant Teacher Gr. 3 & Gr. 6 (ELA)**

Highly Effective			Effective									Developing						Ineffective		
Results are well-above state average for similar students. A vast majority of students meet target goals.			Results meet state average for similar students. A majority of students meet target goals.									Results are below state average for similar students. Some of the students meet target goals.						Results are well-below state average for State assessment. A few of the students meet target goals.		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-88%	87-80%	79%	78-76%	75-74%	73-71%	70%	69-67%	66-65%	64-60%	59-55%	54-50%	49-45%	44-39%	38-35%	34-32%	31-30%	29-20%	19-16%	0-15%
<p>The SLOs will be rigorous and comparable. Growth targets will be set based on prior academic performance of the students assigned to the teacher. This prior performance data will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a score of 0-20.</p> <p>A teacher will be rated Highly Effective if 80%-100% of her/his students meet the growth target set in the SLO. A teacher will be rated Effective if 55%-79% of her/his students meet the growth target set in the SLO. A teacher will be rated Developing if 30%-54% of her/his students meet the growth target set in the SLO. A teacher will be rated Ineffective if 0%-29% of her/his students meet the growth target set in the SLO.</p>																				

Table# 7

K-2GROWTH Measure~RenaissanceSTARReading andMath Assessment0-

20pointallocation

Applies to District SLO based on ELA and Math school scores for K-2 teachers of Self-Contained Primary (ELA and Math), Self-Contained MVP (ELA and Math) who are administering ELA and Math using 3rd party assessment RenaissanceSTAR

Highly Effective 18-20			Effective 9 -17									Developing 3 -8					Ineffective 0 -2			
Results are well- above District adopted expectations for achievement for grade/subject. A vast majority of students meet district target goals			Results meet District adopted expectations for achievement for grade/subject. A majority of students meet district target goals.									Results are below District adopted expectations for achievement for grade/subject. Some of the students meet district target goals.					Results are well- below District adopted expectations for achievement for grade/subject. A few of the students meet district target goals.			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-94%	93-91%	90-89%	88%	87%	86%	85%	84-82%	81-78%	77-76%	75%	74-70%	69-65%	64-62%	61-59%	58-54%	53-50%	49-30%	29-20%	19-0%

The STAR assessment will be used as a pretest with targets based on pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score. The percentage of students meeting the growth target(s) will be converted to score 0-20.

K-2 teacher is rated **Highly Effective** if 91%-100% of the students achieve their goals.

K-2 teacher is rated **Effective** if 75%- 90% of the students achieve their goals.

K-2 teacher is rated **Developing** if 50%- 74% of the students achieve their goals.

K-2 teacher is rated **Ineffective** if 0%- 49% of the students achieve their goals

4.5 Danielson Rubric and HEDI Ratings
Attachment 4.5

	Domain 1	Domain 2	Domain 3	Domain 4	Total
Formal/informal Observations/Walk-throughs	10	10	20	0	40
Professional Goals	1	1	1	2	5
Parent Communication	0	0	0	5	5
Lesson Plans, Student Portfolios & Teacher Artifacts	1	0	1	3	5
Professional Development	1	1	1	2	5

After careful review and discussion of the components and elements of the Danielson rubric, points for the Domains are allocated as indicated in the chart below.

Domains of the Danielson Rubric	Possible Points out of 60
Domain I Planning and Preparation	13/60
Domain II Environment	12/60
Domain III Instruction	23/60
Domain IV Professionalism	12/60

Points 0-10 will be assigned a HEDI score:

Highly Effective: (9-10)

Effective: (6-8)

Developing: (3-5)

Ineffective: (0-2)

Points 0-5 will be score:

Highly Effective: (5)

Effective: (4)

Developing: (2-3)

Ineffective: (0-1)

HEDI Rating Categories

Highly Effective: (58-60) Overall performance and results exceed standards.

Effective: (36-57) Overall performance and results meet standards.

Developing: (27-35) Overall performance and results need improvement in order to meet standards.

Ineffective: (0-26) Overall performance and results do not meet standards.

Note: This process for assigning points to educators must ensure that it is possible for an educator to earn each point including 0, in the HEDI score range, and that it is possible for an educator to earn any of the 4 HEDI ratings.

9.7 Attachment

Marshall Rubric: HEDI Rating for Principal Effectiveness

Points 0-60

HEDI Rating
Does Not Meet Standards (0-20)
Improvement Necessary (22 - 45)
Effective (47 - 57)
Highly Effective (58 - 60)

Floral Park Bellerose SD

APPR–Other Measures for Principals(60Points)

Rubric Score to sub-component Conversion Chart

TotalAverageRubricScore	Category	ConversionScoreforComposite
Ineffective 0-20		
1		0
1.1		5
1.2		10
1.3		15
1.4		20
Developing 22-45		
1.5		22
1.6		25
1.7		28
1.8		30
1.9		32
2		35
2.1		38
2.2		40
2.3		43
2.4		45
Effective 47-57		
2.5		47
2.6		49
2.7		51
2.8		53
2.9		55
3		57
3.1		57

3.2		57
3.3		57
3.4		57
3.5		57
	HighlyEffective 58-60	
3.6		58
3.7		58
3.8		59
3.9		59
4		60

3.1, 3.2

HEDI Rating Conversion Chart for Locally Selected Achievement Measures for Teachers K-6w/Value Added

Based on the percentage of students that meet their established achievement goals for locally selected measures, teachers will receive a HEDI rating between 0-15 as outlined below: Math and Reading Assessment

HIGHLY EFFECTIVE A vast majority of students will demonstrate growth and meet target growth as evaluated by the results of STAR learning.		EFFECTIVE A majority of students will demonstrate growth and meet target growth as evaluated by the results of STAR learning.						DEVELOPING Some of students will demonstrate growth and meet target growth as evaluated by the results of STAR learning.					INEFFECTIVE A few of the students will demonstrate growth and meet target growth as evaluated by the results of STAR learning.		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96%	95-91%	90-89%	88-87%	86-85%	84-83%	82-80%	79-77%	76-74%	73-70%	69-65%	67-66%	65-25%	24-15%	16-10%	9-0%

3.4.3.5.3.12

HEDI Rating Conversion Chart for Locally Selected Achievement Measures for Teachers K-6 without Value Added

Based on the percentage of students that meet their established achievement goal for locally selected measure, teachers will receive a HEDI rating between 0-20 as outlined below: Math and Reading Assessment

HIGHLY EFFECTIVE A vast majority of students (91-100%) will demonstrate growth and meet target growth in the area of language arts/math			EFFECTIVE A majority of students (75-90%) will demonstrate growth and meet target growth in the area of language arts/math									DEVELOPING Some of the students (59-74%) will demonstrate growth and meet target growth in the area of language arts/math					INEFFECTIVE Some of the students (0-49%) will demonstrate growth and meet target growth in the area of language arts/math			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98%	97-94%	93-91%	90-89%	88%	87%	86%	85%	84-82%	81-78%	77-76%	75%	74-70%	69-65%	64-62%	61-59%	58-54%	53-50%	49-30%	29-20%	19-0%

8.1 HEDI Rating

HEDIRatingConversionChartforLocallySelected MeasuresforPrincipalsK-6w/ValueAdded

Based on the average scores teachers receive for their local measures, principals will receive a HEDI rating between 0-15 as outlined below: Math and Reading Assessment

Highly Effective (100-85%)		Effective (84-50%)						Developing (49-25%)					Ineffective (24-0%)		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-85%	84-75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-40%	39-35%	34-30%	29-25%	24-15%	16-10%	9-0%

Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. The PIP must be in place no later than 10 school days following the start of the student instructional year. Prior to its implementation the PIP will be signed and dated by all parties. The area or areas in need of improvement will be drawn from the evaluation criteria contained in the agreed upon rubric.

A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be born by the District.

No later than November 15th shall the Superintendent meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before February 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15th the Superintendent shall again meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the principal regarding his/her progress on the PIP. If at anytime, the Superintendent believes that the goals have been met by the principal he/she shall sign a written acknowledgement of attainment.

In addition the above meetings with the Superintendent the building principal shall meet with the Assistant Superintendent in charge of Curriculum and/or the Assistant to the Superintendent for Special Services periodically throughout the school year in order to discuss and assess the building principal's progress on the PIP and to be provided written feedback regarding his/her progress on the PIP. All meetings shall be documented.

If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association adhering to the requirements contained herein with any additional measures in that subsequent school year the following the guidelines below.

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing in the 2012-13 school years and its use shall **sunset** for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

Any PIP plan created for the 2012-13 school year must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES:** Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

Superintendent _____ Date _____

Principal _____ Date _____

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Principal Signature _____ Date _____

Superintendent Signature _____ Date _____

Supt. Administrative Designee Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	<p align="center">Summary of meeting (Superintendent or Assist Supt)</p>	<p align="center">SIGN-OFF BY BOTH PARTIES</p>
<p align="center">Meeting #1 Date _____</p>		<p align="center">_____ _____</p>
<p align="center">Meeting #2 Date _____</p>		<p align="center">_____ _____</p>
<p align="center">Meeting #3 Date _____</p>		<p align="center">_____ _____</p>
<p align="center">Meeting #4 Date _____</p>		<p align="center">_____ _____</p>
<p align="center">Meeting #5 Date _____</p>		<p align="center">_____ _____</p>
<p align="center">Meeting #6 Date _____</p>		<p align="center">_____ _____</p>

TEACHER IMPROVEMENT PLAN (TIP)

Teacher _____

School _____

Evaluator _____

Date of Initial Conference _____

Other _____

Grade/Subject Areas _____

Area(s) of Improvement (no more than three)

The teacher and evaluator will collaborate to develop the TIP with no less than two of the following: union representative, mentor, grade colleague, or other administrator.

Describe specific areas in need of improvement as related to the APPR document.

List the specific measureable goals to improve performance to an effective level. Indicate how the progress will be measured for each goal.

Specify any professional development activities, interventions, or resources needed to complete the goals of the TIP. i.e. Modeling by evaluators, mentors, or colleagues or in service courses, etc.

Indicate the sources of evidence that will be used to document the completion of the TIP. i.e. observations, artifacts, or conferences between the teacher and evaluator.

List reasonable checkpoints and give a detailed timeline for activities or events of the TIP. i.e. Meetings between teacher and mentor/colleague and or evaluator, additional observations, or re-evaluation meetings. Specify the date by which the TIP will be completed.

My signature below indicates that I have received the TIP, understand what is expected of me, and will work on the plan as described.

Teacher's signature _____ **Date** _____

My signature below indicates that I have carefully reviewed the TIP plan with the teacher and have clearly communicated what is expected of the educator to complete the plan.

Evaluator's signature _____ **Date** _____

My signature below indicates that I was an active participant in the execution of the TIP and was part of the teacher's journey toward the goal process.

Other signatures _____ **Date** _____
_____ **Date** _____
_____ **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:

 12/20/12

Teachers Union President Signature: Date: 12/20/12

Valerie Lucas

Administrative Union President Signature: Date: 12/20/12

Margaret E. McPherson

Board of Education President Signature: Date: 12/20/12

Laura A. Ferone

