



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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November 15, 2012

Amy Goodman, Superintendent
Greenburgh-Graham Union Free School District
1 South Broadway
Hastings on Hudson, NY 10706-3800

Dear Superintendent Goodman:

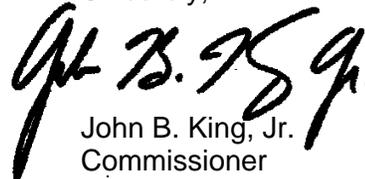
Congratulations. I am pleased to inform you that your multi-year (2012-2015 years) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, June 14, 2012

Updated Wednesday, November 14, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 660410020000

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

660410020000

1.2) School District Name: GREENBURGH-GRAHAM UFSD

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

GREENBURGH-GRAHAM UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

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

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2015

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

Created Wednesday, June 20, 2012

Updated Wednesday, November 14, 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	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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	The district has decided to set generic expectations for students meeting their individualized growth target across
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students met their goal
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75-85% of students met their goal
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of students met their goal

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86-100% of students met their goal
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of students met their goal

test).

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	State-approved 3rd party assessment	Measures of Academic Progress (Science)
7	State-approved 3rd party assessment	Measures of Academic Progress (Science)

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of students met their goal

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Grade 6 district created Social Studies Assessment
7	District, regional or BOCES-developed assessment	Grade 7 district created Social Studies Assessment
8	District, regional or BOCES-developed assessment	Grade 8 district created Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.
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Developing (3 - 8 points) Results are below District goals for similar students.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of students met their goal

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District created Global 1 assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.
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Effective (9 - 17 points) Results meet District goals for similar students.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District goals for similar students.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of students met their goal

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students met their goal
Effective (9 - 17 points) Results meet District goals for similar students.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District goals for similar students.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of students met their goal

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students met their goal
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Developing (3 - 8 points) Results are below District goals for similar students.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of students met their goal

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Grade 9 District created ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Grade 10 District created ELA assessment
Grade 11 ELA	Regents assessment	Grade 11 English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline
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data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.

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

86-100% of students met their goal

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

75-85% of students met their goal

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

65-74% of students met their goal

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

Less than 65% of students met their goal

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education	District, Regional or BOCES-developed	District Created grade appropriate Physical Education assessment
Art	District, Regional or BOCES-developed	District Created grade appropriate Art assessment
Music	District, Regional or BOCES-developed	District Created grade appropriate Music assessment
Computer Technology	District, Regional or BOCES-developed	District Created grade appropriate Computer Technology assessment
Foreign Language	District, Regional or BOCES-developed	District Created grade appropriate Foreign Language assessment
4-8 ELA	State Assessment	New York State Grades 4-8 ELA Assessment
4-8 Math	State Assessment	New York State Grades 4-8 Math Assessment

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

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

The district has decided to set generic expectations for students meeting their individualized growth target across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data which is a pre-assessment. The teacher and the principal will meet and set/agree on these individual growth goals.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86-100% of students met their goal
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Developing (3 - 8 points) Results are below District goals for similar students.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of students met their goal

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/144261-TXEttx9bQW/Scoring Bands_1.pdf

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.

Our school serves 95% of students that have a disability and are in poverty. This population has a history of poor academic success. These factors will be taken into consideration when setting goals.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, June 20, 2012

Updated Thursday, November 15, 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	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-15. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-15. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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/5139/144279-rhJdBgDruP/Scoring Bands for 15 Points.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	65-74% of students met their goal

for grade/subject.

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

Less than 65% of students met their goal

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Grade 6 district created Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	Grade 7 district created Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	Grade 8 district created Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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	7) Student Learning Objectives	District created Global 1 assessment
Global 2	7) Student Learning Objectives	Global 2 Regents exam
American History	7) Student Learning Objectives	US History and Government Regents exam

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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	7) Student Learning Objectives	Living Environment Regents exam
Earth Science	7) Student Learning Objectives	Earth Science Regents exam
Chemistry	7) Student Learning Objectives	Chemistry Regents exam
Physics	7) Student Learning Objectives	Physics Regents exam

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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	7) Student Learning Objectives	Algebra 1 Regents exam
Geometry	7) Student Learning Objectives	Geometry Regents exam
Algebra 2	7) Student Learning Objectives	Algebra 2 Regents exam

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.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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	7) Student Learning Objectives	Grade 9 district created ELA assessment
Grade 10 ELA	7) Student Learning Objectives	Grade 10 district created ELA assessment
Grade 11 ELA	7) Student Learning Objectives	Grade 11 English Regents

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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
Physical Education	7) Student Learning Objectives	District created grade appropriate Physical Education assessment
Art	7) Student Learning Objectives	District created grade appropriate Art assessment
Music	7) Student Learning Objectives	District created grade appropriate Music assessment
Computer Technology	7) Student Learning Objectives	District created grade appropriate Computer Technology assessment
Foreign Language	7) Student Learning Objectives	District created grade appropriate Foreign Language assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All staff will identify a subgroup of students in accordance with acceptable subgroup populations as defined by the Commissioner of Education. Subgroups will include students with disabilities and students in poverty. Individual achievement targets will be set and converted to a scale score from 0-20. The teacher and principal will meet and set these individual achievement targets based on prior academic history.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-74% of students met their goal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students met their goal

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/5139/144279-y92vNseFa4/Scoring Bands.pdf

3.14) Locally Developed Controls

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

Our school serves 95% of students that have a disability and are in poverty. This population has a history of poor academic success. These factors will be taken into consideration when setting goals.

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.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, June 20, 2012

Updated Wednesday, November 14, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be rated a 0, 1, 2, or 3 (representing ineffective, developing, effective, highly effective) in each of the 22 categories totaling 66 possible points. Their total points will be converted to a percentage and a rating will be assigned. For example, if a teacher received 54 out of 66 points from the rubric, he/she received 81.8% of points. The scale is out of 60 points so we would find 81.8% of 60 which is 49. All decimals will be rounded to the nearest whole number.

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.

(No response)

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.	86-100% of points earned
Effective: Overall performance and results meet NYS Teaching Standards.	65-85% of points earned
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	35-64% of points earned
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	34% or less of points earned

Provide the ranges for the 60-point scoring bands.

Highly Effective	52 - 60
Effective	39 - 51
Developing	21 - 38
Ineffective	0 - 20

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

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Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	52-60
Effective	39-51
Developing	21-38
Ineffective	0-20

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

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Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/144455-Df0w3Xx5v6/Greenburgh Graham UFSD TIP 7-1-12_2.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:

Right to Appeal

A tenured teacher/principal who earns a rating of ineffective may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating,

reviewing and resolving any and all challenges and appeals related to a teacher/principal performance review and/or improvement plan. Neither the APPR nor any improvement plan may be the subject of a grievance or arbitration.

Scope of Performance Review Appeal

- 1. Only a tenured teacher/principal who receives a rating of ineffective may appeal his/her performance review.*
- 2. A tenured teacher/principal may appeal only the substance of his/her performance review, the school district's adherence to standards and methodologies required for the review, adherence to applicable regulations of the commissioner of education, and compliance with procedures applicable to the conduct of performance reviews set forth in the school district's annual professional performance review plan under Education Law 3012-c.*
- 3. A teacher/principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.*

Scope of Improvement Plan Appeal

- 1. A tenured teacher or principal may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.*
- 2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.*
- 3. A teacher/principal may not file multiple appeals regarding the issuance of the same improvement plan. All grounds for appealing the issuance of an improvement plan must be raised within the same appeal. Any grounds not raised at the time of the appeal shall be deemed waived.*
- 4. Any grounds for appealing the implementation of the terms of the improvement plan not filed within the prescribed timelines in this section/agreement shall be deemed waived.*

10

Timeline for Filing an Appeal

A tenured teacher/principal wishing to initiate an appeal must submit to the Superintendent or his/her designees, in writing, a detailed description of the precise points of disagreement over his/her performance review, or the issuance and/or implementation of the terms of the improvement plan. The teacher/principal must include any and all additional documents or written materials specific to the point(s) of disagreement that support the appeal and are relevant to the resolution of the appeal including. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

- 1. Appeals concerning a teacher/principal performance review must be filed no later than fifteen (15) days of the date when the teacher receives it.*
- 2. Appeals concerning the issuance of an improvement plan must be filed within fifteen (15) days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.*
- 3. Appeals concerning the implementation of an improvement plan must be filed within fifteen (15) days of the school district's alleged failure to implement the terms of the plan either whole or in part.*
- 4. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.*
- 5. The teacher/principal bears the burden of proving by substantial evidence the merits of the appeal.*
- 6. The superintendent's determination will be issued within (5) school days of receipt.*
- 7. The determination of the appeal pursuant to the above process is final and binding. Only the failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.*

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.

Evaluators will be trained by the BOCES Network Team or qualified individuals or entities.

Training for evaluators will be on an ongoing basis.

The District's intent is to base all such training upon the recommendations of New York State, as delivered by the BOCES Network Team and/or qualified individuals or entities.

B. The duration and nature of the training the District will provide to lead evaluators Training for lead evaluators will be on an ongoing basis.

The District's intent is the base all such training upon the recommendations of New York State, as delivered by the BOCES Network Team.

C. The District's process for certifying lead evaluators

Upon successful completion of appropriate training the District will consider the lead evaluators certified. Upon completion, the Superintendent of Schools, shall notify all certified evaluators of their status. A copy of such certification will be placed in each evaluator's personnel file and the Union President will be notified.

D. The District's process for ensuring that lead evaluators maintain inter-rater reliability over time

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

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

5

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

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

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

E. The District's process for periodically recertifying all lead evaluators

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

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than	Checked

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, June 20, 2012
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Page 1

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

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

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

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

K-5
6-9
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: 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 Wednesday, June 20, 2012

Updated Wednesday, November 14, 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-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress - Grades 3-5 (ELA, Math)
6-9	(d) measures used by district for teacher evaluation	Measures of Academic Progress - Grade 6 (ELA, Math)
6-9	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory - Grades 7-9
9-12	(d) measures used by district for teacher evaluation	All Regents exams administered

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 district has decided to set generic expectations for students meeting their individualized achievement goals across grades/subjects and set a target that 80% of the students will meet their individual goals based on their baseline data. The Principal and Director of Pupil Personnel Services will meet and set/agree on these goals.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86-100% of students met their goal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75-85% of students met their goal

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

65-74% of students met their goal

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

Less than 65% of students met their goal

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/5366/144463-qBFVOWF7fC/Scoring Bands for 15 Points.pdf>

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	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

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.

Our school serves 95% of students that have a disability and are in poverty. This population has a history of poor academic success. These factors will be taken into consideration when setting goals.

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.

(No response)

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 Wednesday, June 20, 2012

Updated Wednesday, November 14, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be rated a 1, 2, 3, or 4 (representing ineffective, developing, effective, highly effective) in each of the 18 categories totaling 72 possible points. Their total points will be converted to a percentage and a rating will be assigned. For example, if a principal received 60 out of 72 points from the rubric, he/she received 83.3% of points. The scale is out of 60 points so we would find 83.3% of 60 which is 49.8. All decimals will be rounded to the nearest whole number so the principal would receive 50 out of 60 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.

(No response)

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

Highly Effective: Overall performance and results exceed standards.	86-100% of points earned
Effective: Overall performance and results meet standards.	65-85% of points earned
Developing: Overall performance and results need improvement in order to meet standards.	35-64% of points earned
Ineffective: Overall performance and results do not meet standards.	34% or less of points earned

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	52-60
Effective	39-51
Developing	21-38
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	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Thursday, June 21, 2012

Updated Monday, October 01, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	52-60
Effective	39-51
Developing	21-38
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 Wednesday, June 20, 2012

Updated Thursday, November 08, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/144469-Df0w3Xx5v6/Principal Improvement Plan 7-1-12.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Right to Appeal

A tenured teacher/principal who earns a rating of ineffective may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher/principal performance review and/or improvement plan. Neither the APPR nor any improvement plan may

be the subject of a grievance or arbitration.

Scope of Performance Review Appeal

- 1. Only a tenured teacher/principal who receives a rating of ineffective may appeal his/her performance review.*
- 2. A tenured teacher/principal may appeal only the substance of his/her performance review, the school district's adherence to standards and methodologies required for the review, adherence to applicable regulations of the commissioner of education, and compliance with procedures applicable to the conduct of performance reviews set forth in the school district's annual professional performance review plan under Education Law 3012-c.*
- 3. A teacher/principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.*

Scope of Improvement Plan Appeal

- 1. A tenured teacher or principal may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.*
- 2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.*
- 3. A teacher/principal may not file multiple appeals regarding the issuance of the same improvement plan. All grounds for appealing the issuance of an improvement plan must be raised within the same appeal. Any grounds not raised at the time of the appeal shall be deemed waived.*
- 4. Any grounds for appealing the implementation of the terms of the improvement plan not filed within the prescribed timelines in this section/agreement shall be deemed waived.*

10

Timeline for Filing an Appeal

A tenured teacher/principal wishing to initiate an appeal must submit to the Superintendent or his/her designees, in writing, a detailed description of the precise points of disagreement over his/her performance review, or the issuance and/or implementation of the terms of the improvement plan. The teacher/principal must include any and all additional documents or written materials specific to the point(s) of disagreement that support the appeal and are relevant to the resolution of the appeal including. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

- 1. Appeals concerning a teacher/principal performance review must be filed no later than fifteen (15) days of the date when the teacher receives it.*
- 2. Appeals concerning the issuance of an improvement plan must be filed within fifteen (15) days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.*
- 3. Appeals concerning the implementation of an improvement plan must be filed within fifteen (15) days of the school district's alleged failure to implement the terms of the plan either whole or in part.*
- 4. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.*
- 5. The teacher/principal bears the burden of proving by substantial evidence the merits of the appeal.*
- 6. The superintendent's determination will be issued within (5) school days of receipt.*
- 7. The determination of the appeal pursuant to the above process is final and binding. Only the failure of either the District or Association to abide by the above agreed upon process is subject to the grievance procedure.*

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.

Evaluators will be trained by the BOCES Network Team or qualified individuals or entities.

Training for evaluators will be on an ongoing basis.

The District's intent is to base all such training upon the recommendations of New York

State, as delivered by the BOCES Network Team and/or qualified individuals or entities.

B. The duration and nature of the training the District will provide to lead evaluators Training for lead evaluators will be on an ongoing basis.

The District's intent is the base all such training upon the recommendations of New York State, as delivered by the BOCES Network Team.

C. The District's process for certifying lead evaluators

Upon successful completion of appropriate training the District will consider the lead evaluators certified. Upon completion, the Superintendent of Schools, shall notify all certified evaluators of their status. A copy of such certification will be placed in each evaluator's personnel file and the Union President will be notified.

D. The District's process for ensuring that lead evaluators maintain inter-rater reliability over time

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

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

5

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

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

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

E. The District's process for periodically recertifying all lead evaluators

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

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
---	---------

11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
--	---------

11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, June 20, 2012

Updated Thursday, November 15, 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/5581/144467-3Uqgn5g9Iu/Signature Page 11-15-12.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.

APPR Scoring Bands

Points	Percent of Students Meeting Individual Goals
20	95 and up
19	91-94
18	86-90
17	85
16	84
15	83
14	82
13	80-81
12	78-79
11	77
10	76
9	75
8	74
7	72-73
6	70-71
5	68-69
4	66-67
3	65
2	61-64
1	56-60
0	55 or below

APPR Scoring Bands

Points	Percent of Students Meeting Individual Goals
15	93 and up
14	86-92
13	84-85
12	82-83
11	80-81
10	78-79
9	76-77
8	75-76
7	72-74
6	70-71
5	68-69
4	66-67
3	65
2	61-64
1	56-60
0	55 or below

APPR Scoring Bands

Points	Percent of Students Meeting Individual Goals
20	95 and up
19	91-94
18	86-90
17	85
16	84
15	83
14	82
13	80-81
12	78-79
11	77
10	76
9	75
8	74
7	72-73
6	70-71
5	68-69
4	66-67
3	65
2	61-64
1	56-60
0	55 or below



GREENBURGH-GRAHAM UNION FREE SCHOOL DISTRICT
1 SOUTH BROADWAY
HASTINGS-ON-HUDSON, NEW YORK, 10706
PHONE: 914-478-1106 FAX: 914-478-0904

TEACHER IMPROVEMENT PLAN
(TIP)

Approved by the APPR Committee

GSFT Representatives

GGUFSD District Representatives

Gloria Counts, GSFT Union President

Amy Goodman, Superintendent

PURPOSE

The purpose of the APPR (evaluation) process is to positively foster the professional growth of teachers and enhance the teaching and learning process and to provide support for those teachers who receive ratings of Ineffective as per the New York State Reform Agenda Amendment to 100.2(o) PLUS Subpart 30.2=Implementation of 3012-c.

OVERVIEW

An overview of the APPR process is provided by the flow chart on page 4. Asterisks indicate definitions of the words/phrases are found in the Glossary on pages 10 – 13. The flow chart delineates the step-by-step process to be followed in assessing a teacher's professional performance. When completing the APPR, the administrator should (a) provide positive feedback to the teacher that reinforces positive performance; (b) offer clear information to the teacher; and (c) identify methods or techniques for improvement when a teacher is rated either developing or ineffective.

The district will use I-observation as a teacher observation tool. Teachers will be trained in the methodology and use of the program in a timely fashion.

PROCESS

Prior to the formal observation, the teacher will have a pre-observation at a date and time mutually agreed upon. During the pre-observation conference the administrator and teacher will determine the purpose and intended outcome of the lesson to be observed. The Danielson domains and elements being utilized in the observation lesson will be identified at this time. The formal observation will be within three school days after the pre-observation conference. Within the time frame, as stated in the GSFT contract with the District, after the observation the teacher and administrator will meet for a post-observation conference, after which, based upon evidence gathered in the pre-observation conference, observation and post-observation conference, a rating will be determined of either Highly Effective, Effective, Developing or Ineffective. In the event a rating of Developing or Ineffective is determined, a Teacher Improvement Plan (TIP) will be developed according to the guidelines negotiated between the GSFT and District.

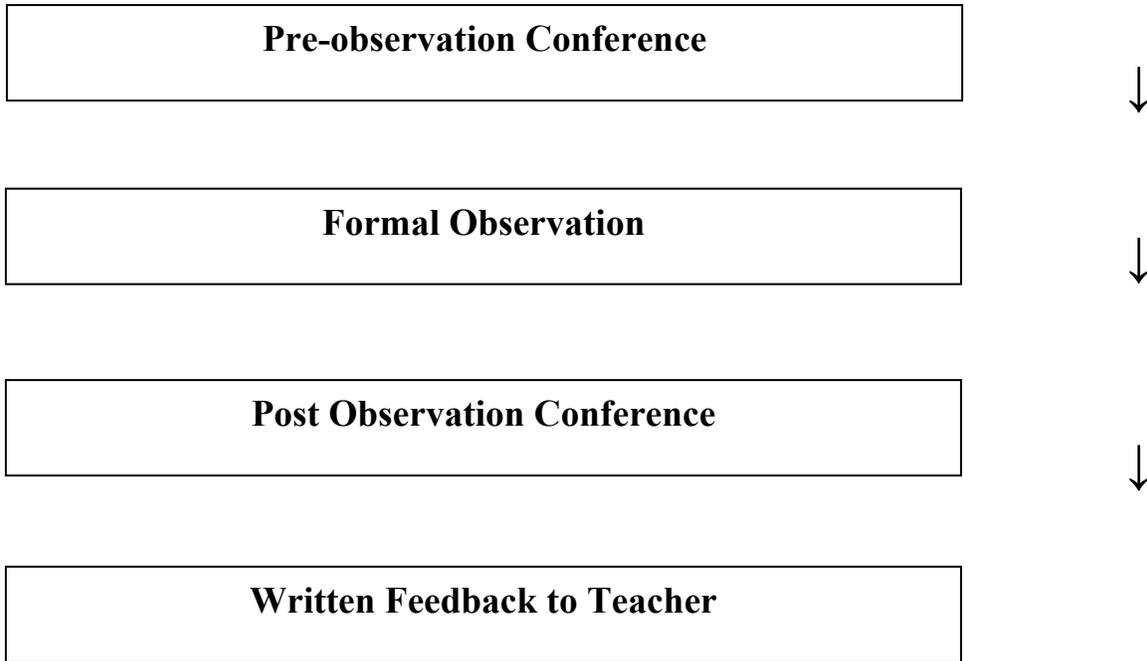
Following the observation, if there are areas that might result in a Developing or Ineffective rating on the teacher's evaluation, the administrator will provide the teacher with a written compilation of such areas before the evaluation is delivered or a TIP is required and developed. During this time, the administrator and teacher may have further conversations relating to the areas deemed developing or ineffective by the administrator. The teacher may present information/data/evidence that the teacher would like considered before the Evaluation/TIP is completed (see flow chart for possible teacher options).

If a TIP is required, the administrator and the teacher will meet to collaboratively develop the TIP, which will include suggestions for improvement of those Domains/Elements rated as Developing or Ineffective of the APPR criteria. The teacher may choose to have a union representative present. Teachers on a TIP will have the opportunity to observe other teachers, have meetings with the evaluator to track progress, and be offered staff development tailored to the area in need of improvement.

In order to provide the administrator sufficient time to assess a teacher's progress on the TIP and to give the teacher sufficient time to begin to address identified areas, at least 15 school days will be provided for the identified criteria to begin to be addressed. After the TIP has been completed satisfactorily, an evaluation will be delivered to the teacher. If the TIP has not been satisfactorily completed, the process (see flow chart) will again commence. If it is determined that as a result of the APPR process a teacher's employment should be terminated, the Supplementary Teacher Evaluation Form shall be completed and a copy provided to the teacher.

It is understood that nothing contained herein will in any way diminish a teacher's right under the collective bargaining agreement (including past practice), previous settlement agreements, and arbitrations.

**ANNUAL PROFESSIONAL PERFORMANCE REVIEW
APPR PROCESS**



**Highly Effective/Effective
Performance**

or

**Ineffective/Developing
Performance**

[Empty box]

**Teacher Improvement Plan
(TIP PROCESS)**
Teacher and principal collaboratively develop the TIP with a detailed written Action Plan, including suggestions for the improvement from the Summative Evaluation Form, including all Domains and Elements which received a Developing or Ineffective rating. The teacher may choose to have union representation present.

**Highly Effective /Effective Evaluation
Delivered**

APPR DOCUMENT

TEACHER IMPROVEMENT PLAN WORKSHEET
 (To be completed jointly by teacher and administrator)

Name _____ Building _____ Grade/Subject _____

DOMAIN/ELEMENT to be improved	ACTION STEPS Provide detailed description	TIMELINE FOR COMPLETION	EVIDENCE of Success

Teacher's Comments:

Administrator's Comments:

 Teacher's Signature Date

 Administrator's Signature Date

TEACHER IMPROVEMENT PLAN EVALUATION SHEET

Name _____ Building _____ Grade/Subject _____

DOMAIN/ELEMENT to be improved	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
TIP Satisfied?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If no, recommendations must be specified in the Administrator's Comments below.)				

Teacher's Comments:

Administrator's Comments:

Teacher's Signature	Date	Administrator's Signature	Date
----------------------------	-------------	----------------------------------	-------------

Teacher's Name	
School	
Teaching position	Grade: Subject:
Temporary, Probationary, or Tenured	Status:
Period covered by this APPR	From: To:
Administrator completing APPR	

INSTRUCTIONS

The evaluator is to rate the teacher's performance with respect to the **New York State Education Department's four Domains criteria of teaching** (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities), based on evidence from pre-conference(s)*, formal observation(s)*, optional self-review, teacher portfolio, self-directed growth plan, and/or other evidence submitted by the teacher, and the Teacher Improvement Plan*, if one is required. The evaluator should add comments at the end of each Domain and Element of teaching for which a rating of Highly Effective, Effective, Developing or Ineffective.

Once the APPR is written:

1. The administrator should discuss the results of the evaluation [APPR] with the teacher and shall counsel in private discussion with the teacher regarding possible areas needing improvement. Such discussion should take place within one week of the evaluation [APPR] at a time mutually agreed to by both parties and jointly signed attesting that the above was done (GSFT Contract).

 2. The teacher must receive a copy of the evaluation [APPR].

 3. The original evaluation [APPR] must be filed in the teacher's personnel file in the Human Resources Department. Copies may be provided upon request only to the Superintendent, Deputy Superintendent, Lead Community Superintendent, Community Superintendent assigned to the teacher's school, or the subject area Director or Supervisor.

 4. The teacher is provided an opportunity to respond to the administrator's ratings and comments, which must be attached to the original evaluation [APPR] and all copies.
- Continued next page

The levels of performance are described below:

Level	Student Growth on State Assessments or Comparable Measures	Locally Selected Measures of Student Achievement	60% Other Measures
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 of student learning standards for grade/subject	Overall performance results are well below 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 of student learning standards for grade/subject	Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject	Overall performance and results meet 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 of student learning standards for grade/subject	Overall performance and results exceed standards.

Teachers Initials

GREENBURGH GRAHAM UFSD

SUPPLEMENTARY ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The Supplementary Annual Professional Performance Review must be completed for any teacher that is not considered adequate for the position.

Teacher's Name	
School	
Teaching position	Grade: Subject:
Temporary, Probationary, or Tenured	Status:
Period covered by this APPR	From: To:
Administrator completing APPR	

1. On what dates did you bring reported inadequacies to the teacher's attention?

2. What written constructive suggestions for improvement did you give the teacher?
Specify dates.

3. On what dates did you make subsequent observations of the teacher?

4. Was the teacher provided with written feedback and suggestions for improvement following each observation? Specify dates.

Administrator's signature _____ Date _____

Teacher's signature _____ Date _____

(Signature does not necessarily constitute agreement)

Note: A teacher may subsequently submit a letter answering an adverse APPR. Upon receipt, such letter will be attached to the official copy of the APPR on file in the Human Resources Department.

GLOSSARY

The following terms define words used in the Annual Professional Performance Review Process, GGUFSD Annual Professional Performance Review for Teachers, and the GGUFSD Annual Professional Performance Review Teacher Improvement Plan:

Annual Professional Performance Review [APPR] – The APPR for teachers is a summative evaluation document that is written by administrators (principals, assistant principals, directors, or supervisors) and shared with teachers to affirm exemplary practices, professional competence, and/or promote improvements where needed. The document is produced two times per year for temporary and probationary teachers (January and June) and one time per year for tenured teachers (June).

Artifact – In this context, —artifact means evidence of instruction provided by the teacher to the evaluator; it may include such things as student work, course outlines, lesson plans, teacher created materials, written feedback to students, written communication to parents, or any other resource used to facilitate student learning.

Assessment – Assessment is a means of measuring student progress toward national, state, and local goals; assessments may include teacher-made tests, diagnostic, screening and progress-monitoring measures, standardized tests, programmatic measures, summative and formative measures, teacher observation, evaluation of oral responses, in-class assignments, or homework.

Common curricular planning time [CCPT] - CCPT is an opportunity for colleagues from one curricular department within a school (e.g., science) to hold regularly scheduled meetings (outside of a teacher’s preparation period) to strategize ways to improve student outcomes.

Curriculum – Curriculum consists of overt, explicit, written documents that are created and/or adopted by the District as a part of formal instruction. This may include texts, core programs, and/or supplemental materials that are chosen to support the instructional agenda of the District which are also designed to ensure that every teacher understands and is committed to the essential knowledge and skills students must know and be able to accomplish to be successful in school.

Curriculum Framework – The Curriculum Framework is a document or collection of documents bridging national standards, state standards and local curriculum. Frameworks may include such information as a subject area course sequence, glossary of terms, pacing plans (when to teach curriculum), and instructional guides (curriculum).

Differentiated instruction – Differentiated instruction is "individualized" or "customized" instruction. For example, within one block or period, teachers might use learning areas, small group instruction, or materials geared to accelerate or intervene in order to meet students' varied needs.

Effective instruction – Effective instruction provides a structure for explaining and demonstrating concepts, processes, and skills. This method consists of five attributes:

- *direct explanation* (teacher states and explains lesson(s)' objective(s)* and how learning will be assessed)
- *modeling* (teacher demonstrates how to meet the objective(s) by providing examples of the concepts, processes, and skills that students are to learn)
- *guided practice* (teacher monitors students practicing the skill[s] that were taught)
- *corrective feedback and verification* (teacher provides immediate feedback to students regarding their performance or responses/teacher affirms correct responses)
- *application/assessment* (students are provided with the opportunity to demonstrate their knowledge of the skills and concept(s) independently)

Exemplary – Teaching practices and performance are consistently high. Teacher seeks to expand professional knowledge and skills and performs responsibilities as assigned.

Formal observation – A formal observation is a review of the teaching and learning that takes place during an instructional period (see written communication).

Grade level meeting – Grade levels meetings are opportunities where colleagues from one grade level hold regularly scheduled meetings (outside of a teacher's preparation period) to analyze grade level, classroom and individual student data, and to strategize ways to improve student outcomes.

Individual Education Plans [IEP] – A highly detailed education plan created for students with disabilities by their teachers, parents or guardians, school administrators, school counselors, educational psychologists, and other appropriate parties. The plan is tailored to the student's specific needs and abilities and outlines goals for the student to reach. The IEP is a legally binding document that specifies all accommodations needed for the student to succeed in class and, in particular, to participate in assessments.

Lesson objective – A lesson objective is a statement establishing learning outcomes that students are expected to achieve at the end of a specific lesson or unit of lessons.

Lesson plan – The written outline of a teacher's lesson/group of lessons.

New York State learning standards – New York State learning standards are defined as the knowledge, skills, and understandings that students can, and do, habitually

demonstrate over time—as a result of instruction and experience. The New York State learning standards can be located on the following websites: www.nysed.gov

Portfolio – A portfolio is a collection of materials assembled by a teacher that demonstrates the progress of the teacher’s knowledge and skills and often includes a form of self-reflection (teacher option).

Post-observation conference – A post-observation conference is a scheduled meeting between an administrator and teacher following a classroom observation; during which time the teacher and administrator mutually reflect on the teaching and learning process, after which either an APPR is delivered or a TIP is required. The post-observation conference is completed outside of a teacher’s preparation period and is held within a period of time as stipulated in the collective bargaining agreement.

Pre-observation conference – A pre-observation conference, is a scheduled conversation between an administrator and teacher in advance of the classroom observation (at least three school days) in order to determine in writing the purpose and intended outcome of the lesson, as well as the time, date, and place of the formal observation (conducted outside of a teacher’s preparation period).

Professional learning opportunity [PLO] – A PLO is an activity that engages teachers in experiences to increase their professional knowledge and skill levels.

Satisfactory – Teaching practices and performance meet expectations. Teacher maintains professional knowledge and skills and performs responsibilities as assigned.

Self-directed growth plan – A self-directed growth plan is a voluntary action plan developed by a teacher to improve his/her professional knowledge and skills. The plan is intended for the exclusive use of the teacher. The teacher will not be asked to share the plan with administrators or staff (teacher option).

Self-review – A teacher independently reflects on his/her teaching and learning practices.

Superintendent’s conference day – Superintendent’s conference days are prescribed days (by New York State Education Department) for staff to engage in professional learning opportunities; students do not report to school on these days.

Teacher Improvement Plan [TIP] – A TIP is a collaboratively developed (teacher and principal), detailed, written action plan for improvement for teachers who receive an ineffective rating (a rating that leads to “NO” being checked on the first page of the teacher’s APPR), that focuses the domains and or elements identified as developing or ineffective as per the *Professional Performance Review Teacher Improvement Plan*.

Teaching strategies – Teaching strategies are methods used to deliver instruction. Support will be provided to the teacher in order to facilitate improvement.

Written communication – Written information between the administrator and teacher that establishes the date, time, and place for the pre-observation and post-observation conference.

APPR Scoring Bands

Points	Percent of Students Meeting Individual Goals
15	93 and up
14	86-92
13	84-85
12	82-83
11	80-81
10	78-79
9	76-77
8	75-76
7	72-74
6	70-71
5	68-69
4	66-67
3	65
2	61-64
1	56-60
0	55 or below

GREENBURGH-GRAHAM UNION FREE SCHOOL DISTRICT
1 SOUTH BROADWAY
HASTINGS-ON-HUDSON, NEW YORK, 10706
PHONE: 914-478-1106 FAX: 914-478-0904

PRINCIPAL IMPROVEMENT PLAN
(PIP)

Greenburgh-Graham UFSD –Principal Improvement Plan

Principal _____

School Year _____

School _____

Start Date _____

Follow-Up Date _____

Purpose: -The goal of a Principal Improvement Plan is to improve performance and professional growth. Upon rating a Principal as Ineffective through an annual professional performance review, the district will develop and commence implementation of a Principal Improvement Plan (PIP) for such Principal. The PIP will be developed in consultation with the Principal as a next step in the continuum of efforts to assist a Principal with improving his/her performance. The Principal and supervisor will meet at least monthly for formative assessment of the plan.

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORMAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

October 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

November 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

December 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
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Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

January 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

February 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

March 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

April 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

May 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

Signature of Supervising Administrator

Date

June 20__

Principal_____

School Year_____

School_____

Start Date_____

Follow-Up Date_____

ELEMENTS FROM APPR WHERE IMPROVEMENT IS NEEDED	BENCHMARKS MEASURABLE AND OBSERVABLE PERFORAMNCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT
Notes:				
Notes:				
Notes:				
Notes:				
Notes:				
Notes				

I have read this report and understand that a copy will be placed in my official personnel file.

Signature of Principal

Date

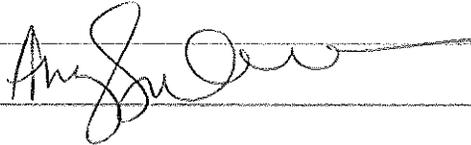
Signature of Supervising Administrator

Date

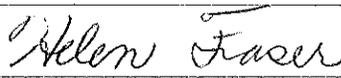
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

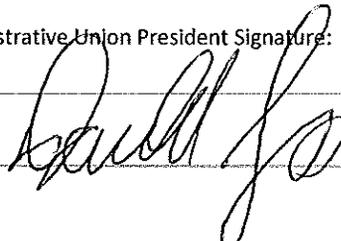
Superintendent Signature: Date:

 11.15.12

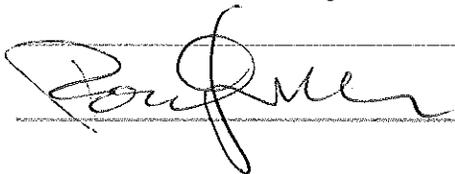
Teachers Union President Signature: Date:

 11.15.12

Administrative Union President Signature: Date:

 11.15.12

Board of Education President Signature: Date:

 11.15.12

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)