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

Commissioner of Education
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August 13, 2014

**Revised**

Ronald O. Ross, Superintendent
Greenburgh Central School District
475 West Hartsdale Avenue
Hartsdale, NY 10530

Dear Superintendent Ross:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. 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: Harold Coles

NOTE:
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

Created Tuesday, April 30, 2013
Updated Thursday, May 15, 2014

## 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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 660407060000

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

660407060000

## 1.2) School District Name: GREENBURGH CSD

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

GREENBURGH CSD

## 1.3) Assurances

Please check all of the boxes below:

| | |
|---|---|
| 1.3) 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 |
| 1.3) 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 |
| 1.3) 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 |

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, July 09, 2014

## 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 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, 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. | 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: grade 8 Science, 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

| | ELA | Assessment |
|---|---|---|
| K | 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |
| 1 | 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |
| 2 | 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |

| | ELA | Assessment |
|---|---|---|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See Attachment 2.11 |

| | |
|---|---|
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See Attachment 2.11 |

## 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

| | Math | Assessment |
|---|---|---|
| K | 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |
| 1 | 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |
| 2 | 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |

| | Math | Assessment |
|---|---|---|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See Attachment 2.11 |

## 2.4) Grades 6-8 Science

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

| | Science | Assessment |
|---|---|---|
| 6 | Not applicable | N/A |
| 7 | District, regional or BOCES-developed assessment | GCSD-developed Grade 7 Science Assessment |

| | Science | Assessment |
|---|---|---|
| 8 | State assessment | 8th Grade State Science Assessment |

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

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | See Attachment 2.11 |

## 2.5) Grades 6-8 Social Studies

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

| | Social Studies | Assessment |
|---|---|---|
| 6 | Not applicable | N/A |
| 7 | District, regional or BOCES-developed assessment | GCSD-developed Grade 7 Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | GCSD-developed Grade 8 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 measuring student growth on the assessments listed for this Task.

| | |
|---|---|
| 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 | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who |

| | |
|---|---|
| 2.11, below. | meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Attachment 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Attachment 2.11 |

## 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 | GCSD-developed Global 1 Assessment |

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

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

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Attachement 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Attachment 2.11 |

## 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 measuring student growth on the assessments listed for this Task.

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Attachment 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Attachment 2.11 |

## 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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. For Algebra I, students in Common Core Courses will take both Integrated and Common Core Algebra Regents. Teachers will use higher scores for student data. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Attachment 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Attachment 2.11 |

## 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 | GCSD-developed Grade 9 ELA Assessment |
| Grade 10 ELA | District, regional or BOCES-developed assessment | GCSD-developed Grade 10 ELA Assessment |
| Grade 11 ELA | Regents assessment | Regents Assessment, NYSED Comprehensive and Common Core ELA |

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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. For 2013-14, District will only administer Comprehensive ELA Regents. Thereafter District will administer Comprehensive and Common Core Regents ELA Assessments and will use higher scores so long as permitted by SED. |

| | |
|---|---|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Attachment 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Attachment 2.11 |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Attachment 2.11 |

## 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

| Course(s) or Subject(s) | Option | Assessment |
|---|---|---|
| Foreign Languages | District, Regional or BOCES-developed | GCSD-developed course specific foreign language assessment |
| Music/Performing Arts | District, Regional or BOCES-developed | GCSD-developed music/performing arts course specific assessment |
| Art/Fine Arts | District, Regional or BOCES-developed | GCSD-developed art/fine arts course specific assessment |
| Physical Education | District, Regional or BOCES-developed | GCSD-developed course specific physical education assessment |
| All ESL Teachers | State Assessment | NYSESLAT |
| All other courses not listed above | District, Regional or BOCES-developed | GCSD-developed course specific assessment |

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

| | |
|---|---|
| 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. | Teacher, in collaboration with principal, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 2.11. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | See Attachment 2.11 |
| Effective (9 - 17 points) Results meet District goals for similar students. | See Attachment 2.11 |
| Developing (3 - 8 points) Results are below District goals for similar students. | See Attachment 2.11 |

| | |
|---|---|
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | See Attachment 2.11 |

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/12186/1055209-TXEtxx9bQW/2.11 Growth (Teachers) 20 pt.pdf

## 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

N/A

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document). | 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 |
| 2.14) Assurances \| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | (No response) |
| 2.14) Assurances \| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | (No response) |

# 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, June 24, 2014

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## Page 1

### Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

### 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 7$^{th}$ grade math State assessment compared to those same students’ performance levels on the 6$^{th}$ 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 4 ELA Assessment |
| 5 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 5 ELA Assessment |
| 6 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 6 ELA Assessment |
| 7 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 7 ELA Assessment |
| 8 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 8 ELA Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | The Greenburgh Central School District will establish proficiency benchmarks of 3 or higher. Based on overall percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-15 HEDI score will be determined using the uploaded 15 point conversion chart in Task 3.3. The 20 point chart in 3.13 will be used until |

| | |
|---|---|
| | value-added is implemented. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |

## 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 4 Math Assessment |
| 5 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 5 Math Assessment |
| 6 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 6 Math Assessment |
| 7 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 7 Math Assessment |
| 8 | 3) Teacher specific achievement or growth score computed locally | New York State Grade 8 Math Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | The Greenburgh Central School District will establish proficiency benchmarks of 3 or higher. Based on overall percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-15 HEDI score will be determined using the uploaded 15 point conversion chart in Task 3.3. The 20 point chart in 3.13 will be used until value-added is implemented. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |

| | |
|---|---|
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.3 |

## 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/12149/1055211-rhJdBgDruP/3.3 Local (Teachers ) 15 pt.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 7$^{th}$ grade math State assessment compared to those same students' performance levels on the 6$^{th}$ grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4$^{th}$ grade ELA or math State assessments compared to those students' performance levels on the 3$^{rd}$ 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade K ELA Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade 1 ELA Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade 2 ELA Assessment |
| 3 | 4) State-approved 3rd party assessments | i-Ready Diagnostic Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The Greenburgh Central School District will establish an achievement target. Based on overall percentage of students who meet or exceed the achievement target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade K ELA Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade 1 ELA Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade 2 ELA Assessment |

| | | |
|---|---|---|
| 3 | 4) State-approved 3rd party assessments | i-Ready Diagnostic Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The Greenburgh Central School District will establish an achievement target. Based on overall percentage of students who meet or exceed the achievement target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally | i-Ready Diagnostic Assessment |
| 7 | 6(ii) School wide measure computed locally | i-Ready Diagnostic Assessment |
| 8 | 6(ii) School wide measure computed locally | i-Ready Diagnostic Assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The Greenburgh Central School District will establish an achievement target Based on school-wide percentage of students who meet or exceed the achievement target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

| | |
|---|---|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally | i-Ready Diagnostic Assessment |
| 7 | 6(ii) School wide measure computed locally | i-Ready Diagnostic Assessment |
| 8 | 6(ii) School wide measure computed locally | i-Ready Diagnostic 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. | The Greenburgh Central School District will establish an achievement target Based on school wide percentage of students who meet or exceed the achievement target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Global 1 | 6(ii) School wide measure computed locally | GCSD-developed Global I Literacy Assessment |
| Global 2 | 6(ii) School wide measure computed locally | GCSD-developed Global II Literacy Assessment |
| American History | 6(ii) School wide measure computed locally | GCSD-developed American History Literacy Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The Greenburgh Central School District will establish proficiency benchmarks of 3 or higher. Based on schoolwide percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Living Environment | 5) District, regional, or BOCES–developed assessments | GCSD-developed Living Environment Literacy Assessment |
| Earth Science | 5) District, regional, or BOCES–developed assessments | GCSD-developed Earth Science Literacy Assessment |
| Chemistry | 5) District, regional, or BOCES–developed assessments | GCSD-developed Chemistry Literacy Assessment |
| Physics | 5) District, regional, or BOCES–developed assessments | GCSD-developed Physics Literacy Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The Greenburgh Central School District will establish proficiency benchmarks of 3 or higher. Based on overall percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Algebra 1 | 5) District, regional, or BOCES–developed assessments | GCSD-developed Algebra Literacy Assessment |
| Geometry | 5) District, regional, or BOCES–developed assessments | GCSD-developed Geometry Literacy Assessment |
| Algebra 2 | 5) District, regional, or BOCES–developed assessments | GCSD-developed Algebra 2 Literacy Assessment |

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The Greenburgh Central School District will establish proficiency benchmarks of 3 or higher. Based on overall percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Grade 9 ELA | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade 9 ELA Assessment |
| Grade 10 ELA | 5) District, regional, or BOCES–developed assessments | GCSD-developed Grade 10 ELA Assessment |
| Grade 11 ELA | 5) District, regional, or BOCES–developed assessments | GCSD-Grade 11 ELA Assessment |

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The Greenburgh Central School District will establish proficiency benchmarks of 3 or higher. Based on overall percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

| | |
|---|---|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

## 3.12) All Other Courses

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

| | Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | Foreign Languages | 5) District/regional/BOCES–developed | GCSD-developed course specific foreign languages assessment |
| | Music/Performing Arts | 5) District/regional/BOCES–developed | GCSD-developed course specific Music/Performing Arts assessment |
| | Art/Fine Arts | 5) District/regional/BOCES–developed | GCSD-developed course specific Art/Fine Arts assessments |
| | Physical Education | 5) District/regional/BOCES–developed | GCSD-developed course specific Physical Education assessments |
| | All other courses not listed above | 5) District/regional/BOCES–developed | GCSD-developed course specific literacy 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. | The Greenburgh Central School District will establish proficiency benchmarks of 3 or higher. Based on overall percentage of students who meet or exceed the proficiency benchmark, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in Task 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

| | |
|---|---|
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 3.13 |

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/12149/1055211-y92vNseFa4/3.13 Local (Teachers) 20 pt.pdf

## 3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

N/A

## 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.

The process is as follows:

1. Obtain preliminary HEDI score for each measure using applicable HEDI scoring method.
2. Each local measure (0-15 and 0-20) will be weighted porportionately based on the number of students included in both.
3. The scores from the two local measures will combine into one overall component score in order to determine one composite HEDI score for the teacher. If the score ends in a decimal, the district will follow conventional rounding rules.

## 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' | Checked |

| | |
|---|---|
| performance in ways that improve student learning and instruction. | |
| 3.16) Assurances \| Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent. | Checked |
| 3.16) Assurances \| Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district. | Checked |
| 3.16) Assurances \| If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing. | Checked |
| 3.16) Assurances \| Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. | Checked |

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, July 09, 2014

## 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.)

| | |
|---|---|
| 4.1) Teacher Practice Rubric \| Rubric | Danielson's Framework for Teaching (2011 Revised Edition) |

| | |
|---|---|
| Second Rubric, if applicable | (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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

| | |
|---|---|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 60 |
| One or more observation(s) by trained independent evaluators | 0 |
| Observations by trained in-school peer teachers | 0 |
| Feedback from students using State-approved survey tool | 0 |
| Feedback from parents/caregivers using State-approved survey tool | 0 |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 0 |

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and 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.

Danielson Rubric Overview

The APPR evaluation plan for the Greenburgh CSD#7 is based on the Danielson Model from the book The Framework for Teaching (2011). This model identifies tenets of effective teaching and relevant contributions to the teaching and learning environment. The Danielson Model is aligned with the New York State Teaching Standards and places the focal components under four Domains: Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities.

The computation of the Local 60 Point component of the Greenburgh CSD#7 APPR evaluation plan for the purpose of the Final Summative Evaluation, per New York State's legislative implementation, is based directly on the Danielson Model. The domain names and their components and the agreed upon Weigting Formulas agreed to by the District and the Greenburgh Teachers Federation are:

Domain #1 - Planning and Preparation (20%)
• Component 1a: Demonstration of Knowledge of Content and Pedagogy 20%
• Component 1b: Demonstration of Knowledge of Students 20%

• Component 1c: Setting Instructional Outcomes 20%
• Component 1d: Demonstrating Knowledge of Resources 10%
• Component 1e: Designing Coherent Instruction 15%
• Component 1f: Designing Student Assessments 15%

Domain #2 – The Classroom Environment (30%)
• Component 2a: Creating and Environment of Respect and Rapport 20%
• Component 2b: Establishing a Culture for Learning 25%
• Component 2c: Managing Classroom Procedures 20%
• Component 2d: Managing Student Behavior 25%
• Component 2e: Organizing Physical Space 10%

Domain #3 – Instruction (30%)
• Component 3a: Communicating with Students 20%
• Component 3b: Using Questioning and Discussion Techniques 20%
• Component 3c: Engaging Students in Learning 20%
• Component 3d: Using Assessment in Instruction 20%
• Component 3e: Demonstrating Flexibility and Responsiveness 20%

Domain #4 – Professional Responsibilities (20%)
• Component 4a: Reflecting on Teaching 25%
• Component 4b: Maintaining Accurate Records 25%
• Component 4c: Communicating with Families 20%
• Component 4d: Participating in a Professional Community 10%
• Component 4e: Growing and Developing Professionally 10%
• Component 4f: Showing Professionalism 10%

These Danielson Framework domains and components are designed to provide teachers with multiple opportunities to demonstrate competency in instruction, communication and management pertaining to their overall professional performance.

Each unit member shall be evaluated in each component of the Danielson Revised Rubric, and shall be given a score on each component between 1 and 4. A "4" shall indicate Highly Effective; "3" shall indicate Effective; "2" shall indicate Developing; and "1" shall indicate Ineffective. Where a component is observed more than once, all scores will be averaged at the end of the year.

Upon completion of an evaluation, the unit member's composite weighted score shall be between 1 and 4. The unit member shall be assigned points between 0 and 60 in accordance with the conversion chart set forth in attachment 4.5 below.

**Conventional rounding rules will apply and in no case will the final APPR composite not be a whole number. Rounding will not result in movement between HEDI categories.

Multiple Measures (60 Points)

The overall observation process is based on multiple measures as identified by the Danielson model. Sixty points will be earned through a three-tier observation process; pre-observation conference, observation (both formal and unannounced) and post-observation conference. There will be a pre-observation conference for the formal observation(s) and post-observation conferences for both the formal and unannounced observations. The lead evaluator will also use information gathered and observed in "mini-observations" in conjunction with the artifacts/evidence supplied by the teacher that reflect exemplary pedagogical practice. Evidence for each component of Domain #4 will be collected throughout the year. Where a component is observed more than once, all scores will be averaged at the end of the year.

All tenured classroom teachers shall be subject to one (1) formal observation preceded by a pre-observation conference and followed by a post-observation conference. Then, there will typically be up to two (2) unannounced observations of between 10 and 15 minutes duration each. If an administrator seeks to do more than three (3) unannounced observations the teacher shall be provided with written or email notice of same.

All probationary classroom teachers shall be subject to two (2) formal observations preceded by a pre-observation conference and followed by a post-observation conference. There will also be at least two (2) unannounced observations of between 10 and 15 minutes duration each.

In addition to the announced and unannounced observation parameters set forth above, the District retains the right to conduct "mini-observations" or "drop-ins" as often as the administrator deems necessary.

Part 1: Pre-observation Conference

The pre-observation structure is aligned with Domain #1 of the Danielson Framework for Teaching. Prior to a formal/announced observation a teacher will complete a pre-observation form and a written lesson plan, which will be brought to the pre-observation conference. During this conference, the teacher and evaluator will discuss the lesson plan format and objectives of the lesson. This is a required document of the APPR formal observation process.

During the pre-observation conference, the teacher and evaluator will discuss the lesson plan format, and what students will learn and be able to do as a result of the lesson. A written lesson plan will be submitted to the evaluator at the pre-observation conference. The teacher and evaluator will determine the focus of the observation within Domains #2 and #3 of Danielson's Framework, as well as the time and location of the announced observation during the pre-observation conference.

Part 2: Observation

Formal/Announced Observations

The pedagogical focus of the observation will be based on observed components of Domains #2 and #3 in the Danielson model. The formal/announced observation is pre-scheduled between the teacher and the evaluator and is held approximately within a week following the pre-observation conference. The observation will be approximately forty minutes in length. The evaluator provides evidence aligning the classroom observation with the Danielson Rubric.

Mini-observations

Evaluators will use "mini-observations" or "drop-ins" to provide prompt and supportive feedback to the teacher. The evaluator will give brief, focused and supportive verbal or written feedback. The mini-observations allow the evaluator to become familiar with the classroom and student population and result in improving teaching and learning.

Part 3: Post-observation Conference

A post observation conference will be conducted within five school days of the observation unless extenuating circumstances occur. The Post-observation conference will consist of self-reflection and evidence of student learning. The evaluator's feedback will be targeted and specific to the pre-determined components.

For the uploaded conversion chart, the rubric score list are the minimum scores needed to earn the corresponding HEDI point value.

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

assets/survey-uploads/12179/1055212-eka9yMJ855/4.5 Rubric Scale 0-60 (Teachers)_1.pdf

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | Teacher performance and results on other measures exceed the NYS Teaching Standards. 59-60 points. |
| Effective: Overall performance and results meet NYS Teaching Standards. | Teacher performance and results on other measures meet the NYS Teaching Standards. 57-58 points. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | Teacher performance and results on other measures are below the NYS Teaching Standards. 50-56 points. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | Teacher performance and results on other measures are well-below the NYS Teaching Standards. 0-49 points. |

*Note: Conventional rounding rules will apply and in no case will the final APPR composite not be a whole number.

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

| | |
|---|---|
| Formal/Long | 2 |
| Informal/Short | 2 |
| Enter Total | 4 |

By trained in-school peer teachers or other trained reviewers

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

- In Person

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

- In Person

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

| | |
|---|---|
| Formal/Long | 1 |
| Informal/Short | 2 |
| Total | 3 |

By trained in-school peer teachers or other trained reviewers

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

- In Person

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

- In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, February 27, 2014

## 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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

**Where there is no Value-Added measure**

**Growth or Comparable Measures**
**Locally-selected Measures of growth or achievement**
**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**
**Highly Effective**
**18-20**
**18-20**
**Ranges determined locally--see below**
**91-100**
**Effective**
**9-17**
**9-17**
**75-90**
**Developing**
**3-8**
**3-8**
**65-74**
**Ineffective**
**0-2**
**0-2**
**0-64**

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

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

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

**Where Value-Added growth measure applies**
**Growth or Comparable Measures**
**Locally-selected Measures of growth or achievement**
**Other Measures of Effectiveness (60 points)**

**Overall Composite Score**
**Highly Effective**
**22-25**
**14-15**
**Ranges determined locally--see above**

**91-100**
**Effective**
**10-21**
**8-13**
**75-90**
**Developing**
**3-9**
**3-7**
**65-74**
**Ineffective**
**0-2**
**0-2**
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Wednesday, July 09, 2014

## 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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/194140-Df0w3Xx5v6/6.2 TIP_1.pdf

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process:

A. A teacher who receives an ineffective rating on his/her annual composite APPR shall be entitled to appeal the annual APPR rating based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee from the Human Resources Department, who shall be trained in accordance with the requirements of the statute and regulations and also possesses

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

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed under Education Law Section 3012-c. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal.

C. An appeal of an APPR evaluation or a TIP must be commenced within ten school days of the presentation of the document containing the final composite rating to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within fourteen business days of the receipt of the appeal. If the Superintendent or designee upholds the evaluation, then the teacher shall be entitled to a meeting with the Superintendent and Union representative. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Elementary and Secondary Principals and Assistant Principals as well as District Administrators attended all workshops provided by SW BOCES in Lead Evaluator Training throughout the 2011-12 school year to be eligible for certification. In addition, the district held training on the Danielson Framework with facilitator Joanne Picone of LCI, Inc. All future training will consist of a minimum of 6 training days per year. To compliment this professional development administrators studied how to conduct better evaluations by looking at evidence (what the teacher and students are saying and doing) at PNW BOCES facilitated by Ronald Friedman, retired superintendent from Great Neck, Long Island. Recertification will be obtained through the SW BOCES Lead Evaluator Training. Inter-rater reliability will be ensured by in-district training and workshops in fall and spring semesters of each school year. Additional training and data analysis sessions will be planned and/or attended as they are offered through the SW BOCES. Training will consist of the 9 required elements outlined in Regents Rules section 30-2.9. The Superintendent will certify and recertify all administrators.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

| | |
|---|---|
| 6.7) Assurances -- Data \| Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner. | Checked |
| 6.7) Assurances -- Data \| Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. | Checked |

| | |
|---|---|
| 6.7) Assurances -- Data \| Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. | Checked |

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

Created Tuesday, April 30, 2013
Updated Thursday, July 10, 2014

## 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.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

| |
|---|
| 4-6 |
| 7-8 |
| 9-12 |
| |
| |
| |
| |

### 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(s) 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 | 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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment." For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:
http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

| | School or Program Type | SLO with Assessment Option | Name of the Assessment |
|---|---|---|---|
| | K-1 | Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |
| | 2-3 | Grades K-2: 3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements | i-Ready Diagnostic Assessment |
| | 2-3 | State assessment | NYS 3rd Grade ELA Assessment |
| | 2-3 | State assessment | NYS 3rd Grade Math 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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

| | |
|---|---|
| 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. | Principal, in collaboration with superintendent, will establish individualized student growth target using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target, a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in Task 7.3. For Highview School, the results of Grade 3 SLO will be weighted proportionally with the results from grade 2. |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | See Attachment 7.3 |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | See Attachment 7.3 |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | See Attachment 7.3 |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | See Attachment 7.3 |

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/12156/1055215-lha0DogRNw/7.3 Growth (Principals) 20 pt_1.pdf

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

None

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

| | |
|---|---|
| 7.6) Assurances -- Comparable Growth Measures \| Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |

| | |
|---|---|
| 7.6) Assurances -- Comparable Growth Measures \| Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document. | 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 |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade. | (No response) |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. | (No response) |

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, June 24, 2014

## 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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

***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/Program | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | 4-6 | (d) measures used by district for teacher evaluation | New York State Grades 4-6 ELA and Math Assessment |
| | 7-8 | (d) measures used by district for teacher evaluation | New York State Grades 7-8 ELA and Math Assessment |
| | 9-12 | (d) measures used by district for teacher evaluation | New York State Required Regents Examination: Global II, American History, Living Environment, Earth Science, Chemistry, Physics, Geometry and Algebra II. ELA (Comprehensive/Common Core) Algebra I (Integrated Algebra/Common Core) |

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. | Principals in collaboration with the Superintendent will establish a proficiency benchmark of 3 or higher or 65 or higher on the applicable New York State Assessment. Based on the overall percentage of students who meet or exceed the established proficiency benchmark, a corresponding 0-15 HEDI score will be determined using the 15 point conversion chart uploaded below. For Algebra I, students will take both Integrated and Common Core Algebra Regents, and the district will use the higher of two scores. For 2013-14 District will only administer Comprehensive ELA Regents. Thereafter District will administer Comprehensive and Common Core Regents ELA Assessments and will use higher scores so long as permitted by SED. The 20 point chart in 8.2 will be used until value-added is implemented. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.1 |

| | |
|---|---|
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.1 |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.1 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.1 |

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/12190/1055216-qBFVOWF7fC/8.1 Local (Principals ) 15 pt_1.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

***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 |
|---|---|---|
| K-1 | (d) measures used by district for teacher evaluation | GCSD-developed Grades K-1 ELA Assessment |
| 2-3 | (d) measures used by district for teacher evaluation | GCSD-developed Grades 2-3 ELA 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. | Principals in collaboration with the Superintendent will establish an achievement target. Based on the overall percentage of students who meet or exceed the established achievement target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 8.2. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.2 |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.2 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.2 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | See Attachment 8.2 |

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review.Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

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

assets/survey-uploads/12190/1055216-T8MlGWUVm1/8.2 Local (Principals) 20 pt.pdf

## 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

N/A

## 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.

For principals with multiple locally selected measures, each percentage of students who meet the target will be averaged proportionally based on the number of students for each measure. This will result in a final percentage data point in which a local HEDI score will be determined.

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, May 15, 2014

## 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.

| | |
|---|---|
| 9.1) Principal Practice Rubric \| Rubric | Multidimensional Principal Performance Rubric |

| | |
|---|---|
| Second rubric (if applicable) | (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 point 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 point 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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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

## 9.4) Sources of Evidence (if applicable)

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

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

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

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

| | |
|---|---|
| Principal Evaluation Tripod School Perception Survey for Teachers | (No response) |
| K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York | (No response) |
| K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York | (No response) |
| K12 Insight Parent Survey for Principal Evaluation in New York | (No response) |
| K12 Insight Teacher/Staff Survey for Principal Evaluation in New York | (No response) |
| District variance | (No response) |
| Principal Evaluation Tripod School Perception Survey (Combined Parent Survey) | (No response) |
| Principal Evaluation Tripod School Perception Survey (Combined Student Surveys) | (No response) |
| NYC School Survey-2012 Parent Survey | (No response) |
| NYC School Survey-2012 Student Survey | (No response) |

| | |
|---|---|
| NYC School Survey-2012 Teacher Survey | (No response) |

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The District shall use the Multidimensional Performance Rubric (MPPR) for 60 points out of the 100 point composite score. There are six domains, each of which is comprised of a set of subcomponents that will provide a broad assessment of the principal's leadership and management effectiveness. Principals will provide artifacts that will serve as evidence of practice along with a written reflection for each of the six domains of the MPPR. Each subcomponent shall earn a raw score as follows: 1 point: Ineffective; 2 points: Developing; 3 points: Effective; 4 points: Highly Effective.

Principals will be assigned a HEDI score from 0-60 based on observations and evaluations conducted using the MPPR. In order to determine the score (0-60), the principal will receive a score of 1-4 for each subcomponent observed within the six domains. The score from all observed subcomponents within each domain will be averaged to determine an average domain score of 1-4. Once all domains are scored, they will be averaged together resulting in an overall rubric score out of 1-4. The average rubric score will then convert to a HEDI score of 0-60, using the uploaded conversion chart in Task 9.7. Where a component is observed more than once, all scores will be averaged at the end of the year.

**Conventional rounding rules will apply and in no case will the final APPR composite not be a whole number. Rounding will not result in movement between HEDI categories. The rubric scores listed in the uploaded conversion chart are the minimum needed to receive the corresponding number of HEDI 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.

assets/survey-uploads/12205/1055217-pMADJ4gk6R/9.7 Rubric Scale 0-60 (Principals).pdf

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed standards. | A score is caluclated for each domain. These scores are combined for a total score. A total score of 3.5-4.0 is highly effective. |
| Effective: Overall performance and results meet standards. | A score is caluclated for each domain. These scores are combined for a total score. A total score of 2.5-3.4 is effective. |

| | |
|---|---|
| Developing: Overall performance and results need improvement in order to meet standards. | A score is caluclated for each domain. These scores are combined for a total score. A total score of 1.5-2.4 is developing. |
| Ineffective: Overall performance and results do not meet standards. | A score is caluclated for each domain. These scores are combined for a total score. a total score of 1-1.4 is ineffective. |

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, May 07, 2014

## 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.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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 9.7), from 0 to 60 points

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of
growth or achievement
Other Measures of Effectiveness
(60 points)

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Wednesday, July 09, 2014

## 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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal’s improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5276/194826-Df0w3Xx5v6/PIP (APPR).pdf

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The District and Administrative Organization agree that the APPR will be used with the right of the District or Administrative Organization to request a meeting to discuss any part of the agreement annually. The current APPR committee, with some modification, will continue to review the APPR over the course of the school year and provide recommendations for any modifications to current language.

The District and Administrative Organization agree that only tenured principals receiving an "Ineffective" rating can initiate an appeal. The District will use the modified model provided by the New York State GUIDANCE ON NEW YORK STATE'S ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR TEACHERS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW §3012-c AND THE COMMISSIONER'S REGULATIONS as indicated below.
APPEALS OF INEFFECTIVE RATINGS ONLY
Appeals of performance reviews should be limited to those that rate a Principal as "Ineffective" only (tenured only).
WHAT MAY BE CHALLENGED IN AN APPEAL
Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:
(1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
(2) the adherence to the Commissioner's regulations as applicable to such reviews;
(3) compliance with any applicable locally negotiated procedures applicable to Observations
PROHIBITION AGAINST MORE THAN ONE APPEAL
A Principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
BURDEN OF PROOF
In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.
TIMEFRAME FOR FILING APPEAL
All appeals must be submitted in writing no later than fifteen (15) calendar days of the date when a principal receives his or her ineffective rating. The failure to file an appeal within this timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.
TIMEFRAME FOR DISTRICT
Within fifteen (15) calendar days of receipt of an appeal, the Superintendent or his designee must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district provides its response.
This response shall be rendered by the Superintendent of Schools or the Superintendent's designee except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. The Superintendent or designee's decision is not subject to the grievance procedure.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training and Certification of Lead Evaluators and Evaluations

The Superintendent and Assistant Superintendent of Human Resources have attended a series of SW BOCES workshops to be eligible for certification as Lead Evaluators in conducting Principal's Evaluations for the new APPR. In addition, each attended rubric specific training on the Multidimensional Principal Performance Rubric which is the rubric of choice for Greenburgh CSD#7. (The principals also participated in this training.) Additional training will be attended as they are offered through BOCES over the 12-13 school year. The Superintendent and Assistant Superintendent will conduct a minimum of two school visitations of each principal using the Multidimensional Principal Performance Rubric during the 12-13 school year. The evidence gathered from the visitations, as well as the artifacts submitted by the principal, will be reviewed and aligned to the rubric to support a rating. The Board of Education will certify and re-certify the Lead Evaluators upon a review of the professional development that has been attended.

Training will be provided by the District during the school year on staff development days and monthly curriculum council meetings throughout the school year.

All future training will consist of a minimum of 6 training days per year.

The District will certify that all administrators who evaluate principals have received appropriate ongoing training in the following:
*New York State Teaching Standards and ISSLC Standards
*Application and Use of the Student Growth Percentile and Value Added Growth Model Data

*Application and Use of the State-Approved Teacher or Principal Rubrics
*Application and the Use of Any Assessment Tools Used to Evaluate Teachers and Principals
*Application and Use of State-Approved Locally Selected Measures of Student Achievement
*Use of Statewide Instructional Reporting System
*Scoring Methodology Used to Evaluate Teachers and Principals
*Specific Considerations in Evaluating Teachers and Principals of ELLs and SWDs
*Evidence-based observation techniques that are grounded in research.

The District has established 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: analysis of evidence; periodic comparisons of assessments; case studies; and/or annual calibration sessions across evaluators.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

# 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Monday, August 11, 2014

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## Page 1

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/1055220-3Uqgn5g9Iu/Certification Aug 2014.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.

**Greenburgh Central School District**
**Conversion Chart for Assigning Points**
**Based on SLO/Local 20 Point Chart**

| **Rating**<br>Points | **Ineffective**<br>0-2 Points | **Developing**<br>3-8 Points | **Effective**<br>9-17 Points | **Highly Effective**<br>18-20 Points |
|---|---|---|---|---|
| Percentage of students whose progress meets targeted expectations | **0-29% of students meet target**<br><br>0-9% = 0 pts<br>10-19% = 1 pt<br>20-29% =2 pts | **30-49% of students meet target**<br><br>30-32% = 3 pts<br>33-35% = 4 pts<br>36-38% = 5 pts<br>39-41% = 6 pts<br>42-44% = 7 pts<br>45-49% = 8 pts | **50-85% of students meet target**<br><br>50-51% = 9 pts<br>52-54% = 10 pts<br>55-57% = 11 pts<br>58-60% = 12 pts<br>61-65% = 13 pts<br>66-69% = 14 pts<br>70-75% = 15 pts<br>76-80% = 16 pts<br>81-85% = 17 pts | **86% + of students meet target**<br><br>86-90% = 18 pts<br>91-94% = 19 pts<br>95-100% = 20 pts |

**Greenburgh Central School District**
**Conversion Chart for Assigning Points**
**Local 15 Point Chart**
**Grade 4-8 Math/ELA Rubric**

| **Rating**<br>Points | **Ineffective**<br>0-2 Points | **Developing**<br>3-7 Points | **Effective**<br>8-13 Points | **Highly Effective**<br>14-15 Points |
|---|---|---|---|---|
| Percentage of students whose progress meets targeted expectations | **0-29% of students meet target**<br>0-10% = 0 pts<br>11-20% = 1 pt<br>21-29% =2 pts | **30-49% of students meet target**<br>30-33% = 3 pts<br>34-36% = 4 pts<br>37-39% = 5 pts<br>40-44% = 6 pts<br>45-49% = 7 pts | **50-85% of students meet target**<br>50-55% = 8 pts<br>56-62% = 9 pts<br>63-68% = 10 pts<br>69-75% = 11 pts<br>76-80% = 12 pts<br>81-85% = 13 pts | **86% + of students meet target**<br>86-94% = 14 pts<br>95-100% = 15 pts |

**Greenburgh Central School District**
**Conversion Chart for Assigning Points**
**Based on SLO/Local 20 Point Chart**

| **Rating**<br>Points | **Ineffective**<br>0-2 Points | **Developing**<br>3-8 Points | **Effective**<br>9-17 Points | **Highly Effective**<br>18-20 Points |
|---|---|---|---|---|
| Percentage of students whose progress meets targeted expectations | **0-29% of students meet target**<br><br>0-9% = 0 pts<br>10-19% = 1 pt<br>20-29% =2 pts | **30-49% of students meet target**<br><br>30-32% = 3 pts<br>33-35% = 4 pts<br>36-38% = 5 pts<br>39-41% = 6 pts<br>42-44% = 7 pts<br>45-49% = 8 pts | **50-85% of students meet target**<br><br>50-51% = 9 pts<br>52-54% = 10 pts<br>55-57% = 11 pts<br>58-60% = 12 pts<br>61-65% = 13 pts<br>66-69% = 14 pts<br>70-75% = 15 pts<br>76-80% = 16 pts<br>81-85% = 17 pts | **86% + of students meet target**<br><br>86-90% = 18 pts<br>91-94% = 19 pts<br>95-100% = 20 pts |

Greenburgh Central School District
Rubric 0-60 Scale - Teachers

Evaluation Conversion

| | |
|---|---|
| 1 | 0 |
| 1.008 | 1 |
| 1.017 | 2 |
| 1.025 | 3 |
| 1.033 | 4 |
| 1.042 | 5 |
| 1.05 | 6 |
| 1.058 | 7 |
| 1.067 | 8 |
| 1.075 | 9 |
| 1.083 | 10 |
| 1.092 | 11 |
| 1.1 | 12 |
| 1.108 | 13 |
| 1.115 | 14 |
| 1.123 | 15 |
| 1.131 | 16 |
| 1.138 | 17 |
| 1.146 | 18 |
| 1.154 | 19 |
| 1.162 | 20 |
| 1.169 | 21 |
| 1.177 | 22 |
| 1.185 | 23 |
| 1.192 | 24 |
| 1.2 | 25 |
| 1.208 | 26 |
| 1.217 | 27 |
| 1.225 | 28 |
| 1.233 | 29 |
| 1.242 | 30 |
| 1.25 | 31 |
| 1.258 | 32 |
| 1.267 | 33 |
| 1.275 | 34 |
| 1.283 | 35 |
| 1.292 | 36 |
| 1.3 | 37 |
| 1.308 | 38 |
| 1.317 | 39 |
| 1.325 | 40 |
| 1.333 | 41 |
| 1.342 | 42 |
| 1.35 | 43 |
| 1.358 | 44 |
| 1.367 | 45 |
| 1.375 | 46 |
| 1.383 | 47 |
| 1.392 | 48 |
| 1.4 | 49 |
| 1.5 | 50 |
| 1.6 | 50.7 |
| 1.7 | 51.4 |
| 1.8 | 52.1 |
| 1.9 | 52.8 |
| 2 | 53.5 |
| 2.1 | 54.2 |
| 2.2 | 54.9 |
| 2.3 | 55.6 |
| 2.4 | 56.3 |
| 2.5 | 57 |
| 2.6 | 57.2 |
| 2.7 | 57.4 |
| 2.8 | 57.6 |
| 2.9 | 57.8 |
| 3 | 58 |
| 3.1 | 58.2 |
| 3.2 | 58.4 |
| 3.3 | 58.6 |
| 3.4 | 58.8 |
| 3.5 | 59 |
| 3.6 | 59.3 |
| 3.7 | 59.5 |
| 3.8 | 59.8 |
| 3.9 | 60 |
| 4 | 60.25 (round to 60) |

**GREENBURGH CENTRAL SCHOOL DISTRICT #7**

**Teacher Improvement Plan**
**Form**

Teacher Name_____ Date_____

School Building _____ Grade/Department_____

1. Areas identified as in Need of Improvement based upon Annual Professional Performance Review during the _____School Year

2. Specific Activities/Strategies Teacher Should Complete to Support Improvement in Each Identified Area

3. Support and/or Assistance to be Provided to the Teacher

4. Specific Evidence to be Submitted as Evidence of Improvement

5. Timeline for Submission of Evidence

6. Meeting Date with Supervisor to Review Plan Once All Evidence and/or Follow-up Observation(s) are completed_____

7. Analysis of evidence by Supervisor

8. _____ _____

Signature of Supervisor Date Signature of Teacher Date

_____

Signature of Union Representative Date

Teacher Comments (optional)

# Greenburgh Central School District
# Conversion Chart for Assigning Points
# Based on SLO/Local 20 Point Chart-Principal

| **Rating**<br>Points | **Ineffective**<br>0-2 Points | **Developing**<br>3-8 Points | **Effective**<br>9-17 Points | **Highly Effective**<br>18-20 Points |
|---|---|---|---|---|
| Percentage of students whose progress meets targeted expectations | **0-29% of students meet target**<br><br>0-9% = 0 pts<br>10-19% = 1 pt<br>20-29% =2 pts | **30-49% of students meet target**<br><br>30-32% = 3 pts<br>33-35% = 4 pts<br>36-38% = 5 pts<br>39-41% = 6 pts<br>42-44% = 7 pts<br>45-49% = 8 pts | **50-85% of students meet target**<br><br>50-51% = 9 pts<br>52-54% = 10 pts<br>55-57% = 11 pts<br>58-60% = 12 pts<br>61-65% = 13 pts<br>66-69% = 14 pts<br>70-75% = 15 pts<br>76-80% = 16 pts<br>81-85% = 17 pts | **86% + of students meet target**<br><br>86-90% = 18 pts<br>91-94% = 19 pts<br>95-100% = 20 pts |

# Greenburgh Central School District
# Conversion Chart for Assigning Points
# Based Local 15 Point Chart-Principal

| **Rating**<br>Points | **Ineffective**<br>0-2 Points | **Developing**<br>3-7 Points | **Effective**<br>8-13 Points | **Highly Effective**<br>14-15 Points |
|---|---|---|---|---|
| Percentage of students whose progress meets targeted expectations | **0-29% of students meet target**<br>0-10% = 0 pts<br>11-20% = 1 pt<br>21-29% =2 pts | **30-49% of students meet target**<br>30-33% = 3 pts<br>34-36% = 4 pts<br>37-39% = 5 pts<br>40-44% = 6 pts<br>45-49% = 7 pts | **50-85% of students meet target**<br>50-55% = 8 pts<br>56-62% = 9 pts<br>63-68% = 10 pts<br>69-75% = 11 pts<br>76-80% = 12 pts<br>81-85% = 13 pts | **86% + of students meet target**<br>86-94% = 14 pts<br>95-100% = 15 pts |

**Principal**

Attachment 8.1

Attachment 8.1

# Greenburgh Central School District
# Conversion Chart for Assigning Points
# Based on SLO/Local 20 Point Chart-Principal

| **Rating**<br>Points | **Ineffective**<br>0-2 Points | **Developing**<br>3-8 Points | **Effective**<br>9-17 Points | **Highly Effective**<br>18-20 Points |
|---|---|---|---|---|
| Percentage of students whose progress meets targeted expectations | **0-29% of students meet target**<br><br>0-9% = 0 pts<br>10-19% = 1 pt<br>20-29% =2 pts | **30-49% of students meet target**<br><br>30-32% = 3 pts<br>33-35% = 4 pts<br>36-38% = 5 pts<br>39-41% = 6 pts<br>42-44% = 7 pts<br>45-49% = 8 pts | **50-85% of students meet target**<br><br>50-51% = 9 pts<br>52-54% = 10 pts<br>55-57% = 11 pts<br>58-60% = 12 pts<br>61-65% = 13 pts<br>66-69% = 14 pts<br>70-75% = 15 pts<br>76-80% = 16 pts<br>81-85% = 17 pts | **86% + of students meet target**<br><br>86-90% = 18 pts<br>91-94% = 19 pts<br>95-100% = 20 pts |

Greenburgh Central School District
Rubric 0-60 Scale - Principals

Evaluation Conversion

| | | |
|---|---|---|
| 1 | 0 | Ineffective |
| 1.008 | 1 | |
| 1.017 | 2 | |
| 1.025 | 3 | |
| 1.033 | 4 | |
| 1.042 | 5 | |
| 1.05 | 6 | |
| 1.058 | 7 | |
| 1.067 | 8 | |
| 1.075 | 9 | |
| 1.083 | 10 | |
| 1.092 | 11 | |
| 1.1 | 12 | |
| 1.108 | 13 | |
| 1.115 | 14 | |
| 1.123 | 15 | |
| 1.131 | 16 | |
| 1.138 | 17 | |
| 1.146 | 18 | |
| 1.154 | 19 | |
| 1.162 | 20 | |
| 1.169 | 21 | |
| 1.177 | 22 | |
| 1.185 | 23 | |
| 1.192 | 24 | |
| 1.2 | 25 | |
| 1.208 | 26 | |
| 1.217 | 27 | |
| 1.225 | 28 | |
| 1.233 | 29 | |
| 1.242 | 30 | |
| 1.25 | 31 | |
| 1.258 | 32 | |
| 1.267 | 33 | |
| 1.275 | 34 | |
| 1.283 | 35 | |
| 1.292 | 36 | |
| 1.3 | 37 | |
| 1.308 | 38 | |
| 1.317 | 39 | |
| 1.325 | 40 | Ineffective |
| 1.333 | 41 | |
| 1.342 | 42 | |
| 1.35 | 43 | |
| 1.358 | 44 | |
| 1.367 | 45 | |
| 1.375 | 46 | |
| 1.383 | 47 | |
| 1.392 | 48 | |
| 1.4 | 49 | |
| 1.5 | 50 | Developing |
| 1.6 | 50.7 | |
| 1.7 | 51.4 | |
| 1.8 | 52.1 | |
| 1.9 | 52.8 | |
| 2 | 53.5 | |
| 2.1 | 54.2 | |
| 2.2 | 54.9 | |
| 2.3 | 55.6 | |
| 2.4 | 56.3 | |
| 2.5 | 57 | Effective |
| 2.6 | 57.2 | |
| 2.7 | 57.4 | |
| 2.8 | 57.6 | |
| 2.9 | 57.8 | |
| 3 | 58 | |
| 3.1 | 58.2 | |
| 3.2 | 58.4 | |
| 3.3 | 58.6 | |
| 3.4 | 58.8 | |
| 3.5 | 59 | Highly Effective |
| 3.6 | 59.3 | |
| 3.7 | 59.5 | |
| 3.8 | 59.8 | |
| 3.9 | 60 | |
| 4 | 60.25 (round to 60) | |

# Greenburgh Central School District #7

## Worksheet for Professional Improvement Plan (Principals)

| Focus | Tasks/Strategies | Resources | Timeline | Indicators of Progress/Success |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Principal's Signature:**_____ **Date:**_____

**Evaluator's Signature:**_____ **Date:**_____

**Principal's Post PIP Meeting Summary:**

**Additional Attachments Included: (as appropriate)**

**Principal's Signature:**_____ **Date:** _____

**Evaluator's Signature:**_____ **Date:**_____

# Greenburgh Central School District #7

# Goal Setting Action Plan

**Use the table below to outline the action steps for your Building and District goals. Use a separate sheet for each goal.**

**Title:**_____

**Goal:**_____

| # | Focal Point | Action Steps | Timeline | Resources Needed | Evidence of Progress/Success |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

**Additional Notes/Comments:**_____

_____

_____

_____

_____

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 certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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 Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- ☐ Assure that the district or BOCES has appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal

- ☐ Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- ☐ Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- ☐ Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- ☐ Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- ☐ Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- ☐ Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- ☐ Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- ☐ Assure that Student Growth/Value Added Measure will be used where applicable
- ☐ Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- ☐ Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations 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
- ☐ Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature: Date:

8/7/14

Teachers Union President Signature: Date:

8/7/14

Administrative Union President Signature: Date:

8/7/14

Board of Education President Signature: Date:

8/7/14

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

8/11/2014