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

Commissioner of Education
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March 27, 2014

Revised

Craig T. Onofry, Superintendent
Greenwood Lake Union Free School District
PO Box 8
Greenwood Lake, NY 10925

Dear Superintendent Onofry:

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: William Hecht

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, February 20, 2014

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 :

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

442111020000

1.2) School District Name:

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

Greenwood Lake Union Free School District

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 Monday, March 17, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment 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.

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For ELA teachers of record in Grades K-2, the local 20 points will be a measure of student growth based upon the percentage of all 3rd Grade Students who meet their individual growth targets on the NYS 3rd Grade ELA assessment. The total number of students in Grade 3 in that meet their growth targets will be converted into a percentage. All Grades K-2 teachers of record will be assigned a unitary HEDI rating and score (0-20 points) based upon the School Wide percentage of all 3rd Grade students who meet their individual growth targets (see Table in Section 2.11). Each 3rd Grade teacher of record will develop SLOs with a regionally developed pre-assessment, using the grade 3 NYS

	ELA Assessment as the post assessment. Individualized student growth targets will be set using the results of the pre-assessment and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record in Grade 3 will be converted into a percent. The percent will be converted into HEDI rating and score (0-20 points) (see Table in Section 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 84-100% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 84-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 56-83% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 56-83% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 29-55% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 29-55% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 0-28% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 0-28% of students in a teacher of record's class will meet their growth targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS 3rd Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For Math teachers of record in Grades K-2, the local 20 points will be a measure of student growth based upon the percentage of all 3rd Grade Students who meet their individual growth targets on the NYS 3rd Grade Math assessment. The total number of students in Grade 3 in that meet their growth targets will be converted into a percentage. All Grades K-2 teachers of record will be assigned a unitary HEDI rating and score (0-20 points) based upon the School Wide percentage of all 3rd Grade students who meet their individual growth targets (see Table in Section 2.11). Each 3rd Grade teacher of record will develop SLOs with a regionally developed pre-assessment, using the grade 3 NYS Math Assessment as the post assessment. Individualized student growth targets will be set using the results of the pre-assessment and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record in Grade 3 will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see Table in Section 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 84-100% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 84-100% of students in a teacher of record's class will meet their growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 56-83% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 56-83% of students in a teacher of record's class will meet their growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 29-55% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 29-55% of students in a teacher of record's class will meet their growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Grades K-2 teachers of record: 0-28% of 3rd Grade students meet their growth targets. Grade 3 teachers of record: 0-28% of students in a teacher of record's class will meet their growth targets.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	Orange-Ulster BOCES 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.	Each Science teacher of record in grades 6-7 will develop SLOs with BOCES developed pre and post assessments. Individualized student growth targets will be set using the results of the pre-assessment and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record will be converted into a percent. The percent will be converted into HEDI rating and score (0-20 points) (see Table in Section 2.11). Each Science teacher of record in grade 8 will develop SLOs with a BOCES developed pre assessment, using the grade 8 NYS Science Assessment as the post assessment. Growth targets will be set by each teacher of record using the results of the pre-assessment and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record will be converted into a percent. The percent will be converted into HEDI rating and score (0-20 points) (see Table in Section 2.11).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	84-100% of students in a teacher of record's class will meet their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	56-83% of students in a teacher of record's class will meet their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	29-55% of students in a teacher of record's class will meet their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-28% of students in a teacher of record's class will meet their growth target.

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment

6	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Orange-Ulster BOCES Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Orange-Ulster BOCES 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 2.11, below.	Each Social Studies teacher of record in grades 6-8 will develop SLOs with BOCES developed pre and post assessments. Individualized student growth targets will be set using the results of the pre-assessment and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record will be converted into a percent. The percent will be converted into HEDI rating and score (0-20 pts) (see Table in Section 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	84-100% of students in a teacher of record's class will meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	56-83% of students in a teacher of record's class will meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students in a teacher of record's class will meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students in a teacher of record's class will meet the growth target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	Not applicable	not applicable

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.8) High School Math Regents Courses

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

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

Math Regents Courses	Assessment

Algebra 1	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

NOTE: For Algebra 1, 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 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	Not applicable	N/A
Grade 10 ELA	Not applicable	N/A
Grade 11 ELA	Not applicable	N/A

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

Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K-3 Physical Education	School/BOCES-wide/group/team results based on State	NYS 3rd Grade ELA and Math Assessments
K-3 Library	School/BOCES-wide/group/team results based on State	NYS 3rd Grade ELA and Math Assessments
All other K-3 courses not listed above	School/BOCES-wide/group/team results based on State	NYS 3rd Grade ELA and Math Assessments
Foreign Language (Spanish)	District, Regional or BOCES-developed	Orange-Ulster BOCES Regionally developed Grade specific Spanish Assessment
Art, Music, 4-8 Physical Education, 4-8 Physical Education/Health, Grades 4-8 Library and Technology teachers	School/BOCES-wide/group/team results based on State	NYS 4-8th Grade ELA and Math Assessments
All other Grades 4-8 courses not listed above	School/BOCES-wide/group/team results based on State	NYS 4-8th Grade ELA and Math Assessments
Self -Contained Special Education (Grades 3-8)	State Assessment	NYSAA/NYS Math and/or ELA Grade Specific Assessments
8th Grade Honors Math (Algebra)	State Assessment	Common Core Algebra Regents/Integrated Algebra Regents
Self-Contained Special Education (Grade K-2)	School/BOCES-wide/group/team results based on State	NYS 3rd Grade ELA and Math Assessments

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.	For K-3 Physical Education, K-3 Library and all other Grades K-3 teachers of record, the local 20 points will be a School Wide measure of student growth based upon the percentage of all 3rd Grade Students who meet their individual growth targets on the NYS 3rd Grade ELA and Math assessments. The total number of students in Grade 3 in that meet their growth targets in ELA and Math, respectively, will be converted into percentages. These teachers of record will be assigned a unitary HEDI rating and score (0-20 points) based upon the percentage

of all 3rd Grade students who meet their individual growth targets (see Table in Section 2.11).

For Art, Music, 4-8 Physical Education, 4-8 Physical Education/Health, Grades 4-8 Library and Technology teachers, and teachers of record of all other courses in Grades 4-8 not listed above, the local 20 points will be a School Wide measure of student growth based upon the performance of all 4th through 8th Grade Students on the ELA and Math Grades 4-8 State Assessments, consistent with the growth score received by the Grades 4-8 Building Principal from the State Education Department. Therefore, all teachers enumerated in this paragraph will received HEDI points (a unitary score) consistent with the Growth score received by the Grades 4-8 Building as a school wide measure of student growth. When the Grades 4-8 Building score is a value-added growth model (out of 25 points), the Growth Score received by each teacher of record covered by this measure will be adjusted to reflect that the score is out of a total of 20 instead of 25 points [Example: If upon the State's introduction of its value-added growth measure, if the building score is 20 out of 25 points, the teachers of record covered hereunder would receive 17 out of 20 points.] See "SLO Conversion Chart" in Section 2.11.

The foreign language teacher of record will develop a SLOs with a regionally developed pre-assessment, using a regionally developed grade-level specific post assessment to measure growth for the grade level course that houses the largest number of students belonging to the Teacher of Record. That process will continue until at least 50% of the students are covered by an SLO. Individualized student growth targets will be set using the results of the pre-assessment and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to the foreign language teacher of record in will be converted into a percentage. The percent will be converted into HEDI rating and score (0-20 points) (see Table in Section 2.11).

For self-contained special education teachers whose students are NYSAA assessed, the NYSAA in ELA and Math for the appropriate grade level shall be used within an SLOs to measure student growth. Individualized student growth targets will be set using the results of the pre-assessment and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record will be converted into a percent. The percent will be converted into HEDI rating and score (0-20 pts) (see Table in Section 2.11). If there are students in a self-contained special education class that are not alternately assessed in Grades 3-8, but for whom there is too small of a student population for a state growth score to be provided, SLOs will be built around student performance on the grade-level specific

	ELA and/or Math State Assessments in the same manner that growth targets are set for Grade 3 Common Branch teachers of record. The scores of self-contained special education classroom teachers of record whose classroom contains Grades K-2 students will be based upon the School Wide percentage of all third grade students who meet their individualized growth targets on the ELA and Math State Assessments as set forth in paragraph 1 above in Section 2.10. A unitary HEDI rating and score (0-20 points) will be received for that portion of the teacher score based upon the percentage of all 3rd Grade students who meet their individual growth targets (see Table in Section 2.11). For 8th Grade Students who are enrolled in courses that end in a Regents instead of the 8th Grade NYS Assessment, individualized student growth targets will be set using the results of a pre-assessment, as applicable and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record will be converted into a percent. The percent will be converted into HEDI rating and score (0-20 pts) (see Table in Section 2.11). Both the Common Core Algebra Regents and the Integrated Algebra Regents will be offered to these students enrolled in common core courses, and the higher of the two scores shall be used to determine the percentage of students who meet their targets, in accordance with SED guidance, to the extent permitted by SED. NOTE: This will be that case so long as the ESEA waiver remains in effect.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For Grades 4-8 Courses listed in Section 2.10 using group wide results based upon State Assessments: See SLO Conversion Chart in Section 2.11 For all other Courses listed in Section 2.10: 84-100% of students will meet the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	For Grades 4-8 Courses listed in Section 2.10 using group wide results based upon State Assessments: See SLO Conversion Chart in Section 2.11 For all other Courses listed in Section 2.10: 56-83% of students will meet the growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	For Grades 4-8 Courses listed in Section 2.10 using group wide results based upon State Assessments: See SLO Conversion Chart in Section 2.11 For all other Courses listed in Section 2.10: 29-55% of students will meet the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For Grades 4-8 Courses listed in Section 2.10 using group wide results based upon State Assessments: See SLO Conversion Chart in Section 2.11 For all other Courses listed in Section 2.10: 0-28% of students will meet the growth target.

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/12186/998864-TXEtxx9bQW/SLO Growth Chart and SLO Conversion Chart - Section 2.11_1.doc

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.

(No response)

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

3. Local Measures (Teachers)

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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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the 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	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA)
8	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA)

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.	For grades 4-8 common branch and ELA teachers of record, the parties have agreed to use the Measures of Academic Progress (MAP) in ELA to measure student growth. The MAP assessments shall be administered in the fall to each student as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Points (0-15) and a corresponding HEDI rating shall be assigned to each teacher of record in accordance with the Table 1 contained in Section 3.3. Until a value-added growth measure has been implemented by the State, Table 2 contained in Section 3.3 (0-20 points) shall be used to generate points and a corresponding HEDI rating for each teacher of record. Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the teacher, subject to approval of the Superintendent of designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous yet achievable expectation for growth.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students will meet or exceed their individualized growth targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students will meet or exceed their individualized growth targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students will meet or exceed their individualized growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students will meet or exceed their individualized growth targets.

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For grades 4-8 common branch and Math teachers of record, the parties have agreed to use the Measures of Academic Progress (MAP) in Math to measure student growth. The MAP assessments shall be administered in the fall to each student as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Points (0-15) and a corresponding HEDI rating shall be assigned to each teacher of record in accordance with the Table 1 contained in Section 3.3. Until a value-added growth measure has been implemented by the State, Table 2 contained in Section 3.3 (0-20 points) shall be used to generate points and a corresponding HEDI rating for each teacher of record. Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the teacher, subject to approval of the Superintendent of designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous yet achievable expectation for growth.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students will meet or exceed their individualized growth targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students will meet or exceed their individualized growth targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students will meet or exceed their individualized growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students will meet or exceed their individualized growth targets.

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.

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	4) State-approved 3rd party assessments	Measure of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measure of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA)
3	4) State-approved 3rd party assessments	Measure of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-1 common branch teachers of record, the parties have agreed to use the Measures of Academic Progress (Primary Grades) to measure student growth and for Grades 2 and 3 teachers of record the parties agree to use Measures of Academic Progress in ELA to measure student growth. The MAP assessments shall be administered in the fall to each student as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Each teacher of record will be provided a score (0-20 points) and a corresponding HEDI rating in accordance with the Table contained in section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students will meet or exceed their individualized growth targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students will meet or exceed their individualized growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students will meet or exceed their individualized growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students will meet or exceed their individualized growth targets.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-1 common branch teachers of record, the parties have agreed to use the Measures of Academic Progress (Primary Grades) to measure student growth and for Grades 2 and 3 teachers of record the parties agree to use Measures of Academic Progress in Math to measure student growth. The MAP assessments shall be administered in the fall to each student as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Each teacher of record will be provided a score (0-20 points) and a corresponding HEDI rating in accordance with the Table contained in section 3.13. Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the teacher, subject to approval of the Superintendent of designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous yet achievable expectation for growth.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students will meet or exceed their individualized growth targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students will meet or exceed their individualized growth targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students will meet or exceed their individualized growth targets.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students will meet or exceed their individualized growth targets.

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	Measure of Academic Progress (ELA and Math)
7	6(ii) School wide measure computed locally	Measure of Academic Progress (ELA and Math)
8	6(ii) School wide measure computed locally	Measure of Academic Progress (ELA and Math)

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.	A unitary group-wide score shall be issued to Grades 6-8 Science teachers of record based upon the performance of all Grades 6-8 students on the Measures of Academic Progress assessments (ELA and Math) which shall be used to measure student growth. The MAP assessments shall be administered in the fall to each student in Grades 6-8 as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the school-wide percentage of all students in the building in Grades 6-8 who meet or exceed their individualized MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Each teacher will be provided points (0-20) and a corresponding HEDI rating in accordance with the Table contained in Section 3.13 based upon the school-wide percentage of students in the building who meet or exceed their individualized MAP growth targets. Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the teacher, subject to approval of the Superintendent of designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous yet achievable expectation for growth.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students will meet or exceed their individualized growth targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students will meet or exceed their individualized growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students will meet or exceed their individualized growth targets.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students will meet or exceed their individualized growth targets.

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	Measure of Academic Progress (ELA and Math)
7	6(ii) School wide measure computed locally	Measure of Academic Progress (ELA and Math)
8	6(ii) School wide measure computed locally	Measure of Academic Progress (ELA and Math)

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.	A unitary group-wide score shall be issued to all Grades 6-8 Social Studies teachers of record based upon the performance of all Grades 6-8 students on the Measures of Academic Progress assessments (ELA and Math) which shall be used to measure student growth. The MAP assessments shall be administered in the fall to each student in Grades 6-8 as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the school-wide percentage of all students in the building in Grades 6-8 who meet or exceed their individualized MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Each teacher will be provided points (0-20) and a corresponding HEDI rating in accordance with the Table contained in Section 3.13 based upon the school-wide percentage of students in the building who meet or exceed their individualized MAP growth targets. Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the teacher, subject to approval of the Superintendent of designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous yet achievable expectation for growth.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students will meet or exceed their individualized growth targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students will meet or exceed their individualized growth targets.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students will meet or exceed their individualized growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students will meet or exceed their individualized growth targets.

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	Not applicable	NA
Global 2	Not applicable	NA
American History	Not applicable	NA

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

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

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

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

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

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

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

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
K-3 Physical Education	6(ii) School wide measure computed locally	Measure of Academic Progress (ELA and Math)/Measures of Academic Progress (Primary Grades)
K-3 Library	6(ii) School wide measure computed locally	Measure of Academic Progress (ELA and Math)/Measures of Academic Progress (Primary Grades)
All other K-3 courses not listed above	6(ii) School wide measure computed locally	Measure of Academic Progress (ELA and Math)/Measures of Academic Progress (Primary Grades)
Foreign Language (Spanish)	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
Art, Music, 4-8 Physical Education, 4-8 Physical Education/Health, Grades 4-8 Library and Technology teachers	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
All other Grades 4-8 courses not listed above	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
Special Education teachers (self-contained, Resource Room and Inclusion) and RTI teachers	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and/or Math)

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.	Grades K-3 Physical Education and Library teachers of record and all other K-3 teachers of record: A unitary growth score shall be received by the above-referenced teachers of record based upon the he performance of all Grades K-1 students on the Measures of Academic Progress (MAP) Primary Grades assessment and the performance of all Grades 2 and 3 students on the MAP assessments (in ELA and Math) which shall be used to measure student growth. The MAP assessments shall be administered in the fall to each student in Grades K-3 as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measure based upon the school-wide percentage of all K-3 students within the building who meet or exceed their individualized MAP growth targets on the MAP assessments when comparing student performance on the fall and spring administrations of the assessments. These teachers will be provided points (0-20) and a corresponding HEDI rating in accordance with the Table

contained in Section 3.13.

Foreign language teachers of record: A unitary score shall be received by the foreign language teacher of record based upon the performance of all Grades 6-8 students on the Measures of Academic Progress assessments (ELA and Math) which shall be used to measure student growth. The MAP assessments shall be administered in the fall to each student in Grades 6-8 as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the school-wide percentage of all students in the building in Grades 6-8 who meet or exceed their individualized MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Points (0-20) and a corresponding HEDI rating will be provided in accordance with the Table contained in Section 3.13 based upon the school-wide percentage of students in the building who meet or exceed their individualized MAP growth targets.

Art, Music (including Chorus/Band), Grades 4-8 Physical Education, Grades 4-8 Physical Education/Health, Grades 4-8 Library, technology and all other Grade 4-8 teachers of records: A unitary building-wide score shall be issued to teachers of records enumerated in this paragraph based upon the performance of Grades 4-8 students on the Measures of Academic Progress assessments (ELA and Math) which shall be used to measure student growth. The MAP assessments shall be administered in the fall to each student in Grades 4-8 as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the school-wide percentage of students in the building who meet or exceed their MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Each teacher will be provided points (0-20) and a corresponding HEDI rating in accordance with the Table contained in Section 3.13 based upon the school-wide percentage of students in the building who meet or exceed their MAP growth targets.

Special Education teachers (Self-contained, Resource Room and Inclusion) and RTI teachers: For Special Education and RTI teachers of record, the parties have agreed to use the Measures of Academic Progress (MAP) to measure student growth. The MAP assessments shall be administered in the fall to each student as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the school-wide percentage of students within in each Grade level in which each teacher instructs who meet or exceed their MAP growth targets when comparing student performance on the fall and spring administrations of the assessments. Each teacher will be provided points (0-20) and a corresponding HEDI rating in accordance with the Table contained in Section 3.13. For Special Education teachers and RTI teachers who provide instruction in both ELA and Math, the local point measure of Student Growth shall be based upon the school-wide percentage of students in each grade level(s) in which the teacher instructs who meet or exceed their individualized growth targets on the MAP ELA and Math assessments, respectively, which shall then be averaged (proportionately based upon the number of students taught in

	each curricular area) to obtain the teacher's local 20 point measure of student growth. In the event that Special Education or RTI teachers of record instruct only in ELA or Math, the locally selected measure of student growth shall be based solely upon the school-wide performance of the students within the grade level(s) in which the teacher instructs on the MAP assessment solely in the subject area of instruction (either ELA or Math). Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the teacher, subject to approval of the Superintendent of designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous yet achievable expectation for growth.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	80%-100% of students will meet or exceed their individualized growth targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students will meet or exceed their individualized growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students will meet or exceed their individualized growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students will meet or exceed their individualized growth targets.

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/998865-y92vNseFa4/Table for Section 3.13 revised.doc

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.

None

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with more than one locally selected measure, the percentage of students contained within each measure who meet or exceed their growth targets will be computed. The HEDI points resulting from each measure shall then be averaged (proportionately based upon the number of students covered by each measure) to arrive at the final points and corresponding HEDI rating for these teachers. Normal rounding rules will apply to each measure. In instance will rounding rules cause a teacher to move into a different HEDI performance category.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, March 06, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered 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.

The 60-percent component of APPR evaluation plan, per New York State's legislative implementation, for the Greenwood Lake Union Free School District, is directly based on the Danielson Framework for Teaching (2011 Revised Edition). The guiding principles of this model identify various aspects of effective teaching and appropriate and worthwhile contributions to an academic community. The Danielson Model, which directly aligns to the New York State Teaching Standards, identifies and categorizes these aspects into four domains. Each domain is broken down into Components.

The parties have agreed to assign the local 60 points within the domains and components of the Danielson Rubric as follows:

Domain 1. PLANNING & PREPARATION: 14 Points
Component 1a: Demonstrating Knowledge of Content and Pedagogy - 3 Points
Component 1b: Demonstrating Knowledge of Students - 3 Points
Component 1c: Setting Instructional Outcomes - 2 Points
Component 1d: Demonstrating Knowledge of Resources - 2 Points
Component 1e: Designing Coherent Instruction - 2 Points
Component 1f: Designing Student Assessments - 2 Points

Domain 2. THE CLASSROOM ENVIRONMENT: 15 Points
Component 2a: Creating an Environment of Respect and Rapport - 3 Points
Component 2b: Establishing A Culture for Learning - 3 Points
Component 2c: Managing Classroom Procedures - 3 Points
Component 2d: Managing Student Behavior - 3 Points
Component 2e: Organizing Physical Space - 3 Points

Domain 3. INSTRUCTION: 16 Points
Component 3a: Communicating with Students - 4 Points
Component 3b: Using Questioning and Discussion Techniques - 3 Points
Component 3c: Engaging Students in Learning - 3 Points
Component 3d: Using Assessment in Instruction - 3 Points
Component 3e: Demonstrating Flexibility & Responsiveness - 3 Points

Domain 4. PROFESSIONAL RESPONSIBILITIES: 15 Points
Component 4a: Reflecting on Teaching - 6 Points
Component 4b: Maintaining Accurate Records - 3 Points
Component 4c: Communicating with Families - 3 Points
Component 4d: Participating in a Professional Community - 1 Point
Component 4e: Growing and Developing Professionally - 1 Point
Component 4f: Showing Professionalism - 1 Point

The points set forth above show the maximum points that may be earned per each domain and within each Component of the Danielson Rubric.

For the purpose of the Final Summative Evaluation, the following methodology determines how points (0-60) are to be earned by teachers:

1. A “Highly Effective” rating shall receive 100% of the total point value for the component.
2. An “Effective” rating shall receive 96% of the total point value for the component.
3. A “Developing” rating shall receive 88% of the total point value for that component.
4. An “Ineffective” rating shall receive no points for that component.

All component scores will be totaled to determine a 0-60 point HEDI score.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. Normal rounding rules will apply; provided, however, in no event shall rounding rules cause a teacher to move into a different HEDI performance category.

Classroom Observation/Evaluation Procedures for classroom teachers covered under Education Law Section 3012-c:

The parties have agreed to differentiate observation/evaluation procedures for probationary teachers and tenured teachers that are less than “Effective” on their Local 60 points from the prior school year, than for those tenured teachers who are rated at or above “Effective” on their Local 60 points; provided, however, the District may, as it determines necessary, decide to observe a teacher who receives an “Effective” rating on the Local 60 points through the prior school year model in the event that notwithstanding the receipt that score, has deficiencies in areas that deem it necessary to utilize a more structured approach (e.g., the teacher received a score within the “Effective” range on the Local 60 measure but had received three developing ratings within Domain 3 – evidencing the need for a more structured observation process to enhance instruction).

A. For probationary teachers and any tenured teacher who receives a developing or ineffective Local 60 point rubric rating (or for tenured teachers otherwise identified as requiring a more structured process as referenced in paragraph 1 above), a formal structured approach shall be maintained to ensure that sound planning and preparation methodologies can be developed which should foster development of pedagogically sound classroom management instructional techniques in the classroom.

The following observation procedures shall apply to all probationary teachers and the cohort of tenured teachers described in paragraph "A" above:

1. All probationary teachers and tenured teachers described in paragraph "A" above shall have a formal announced classroom observation prior to any unannounced visit, unless otherwise mutually agreed.

2. Probationary teachers and tenured teachers described in paragraph "A" above shall have two formal announced classroom observations.

3. For formal announced classroom observations, there shall be a pre and a post-observation conference within a timeframe mutually agreed upon by the teacher and the administrator. On or before the day of the formal classroom observation, the teacher and the evaluator shall mutually agree upon a time to meet for the post-observation conference. The pre and post-observation forms for formal classroom observations are annexed hereto. The pre-observation form shall be provided to the evaluator not less than 2 days prior to the pre-observation conference. For formal observations, post-observation feedback shall be provided on the agreed-upon form within 5 school days of the announced observation.

4. Administrators shall also perform one or more unannounced visits during the school year. For unannounced visits, informal feedback shall be provided within ten school days following the visit, absent exigent circumstances or unless otherwise mutually agreed.

5. In the event that the administrator identifies areas in need of improvement during an unannounced visit, recommendations for improvement shall be conveyed to the teacher.

6. For the purposes of collecting evidence for Domain 4 of the Danielson 2011 Framework for Teaching, a portfolio binder shall inform the point allocations within Domain 4. The parties further agree that Component 4(a) – Reflecting on Teaching – shall be comprised of three self-reflections to be completed throughout the school year by each teacher covered hereunder.

7. Teachers shall submit the portfolio binders, which may be submitted by the teacher electronically or via hard copy, to their building principals by no later than June 1st of the school year or by the Monday following June 1st if June 1st falls on the weekend.

8. By June 15th of the school year, each teacher shall receive his/her final summative evaluation, containing his/her Local 60 Point Rubric rating, which shall be based upon the preponderance of the evidence observed within each component of each Domain throughout the school year (i.e. the HEDI rating most often observed during the school year). The components of Domain 4(a) shall be appraised in the final summative evaluation based upon the self-reflections described in paragraph 6 above and components 4(b) through 4(f) shall be appraised based upon the evidence contained in the portfolio binders described in paragraph 7 above.

B. The following observation/evaluation procedures shall apply to those tenured teachers who receive effective or highly effective Local 60 point rubric ratings from the prior school year, unless the supervising administrator determines there is a need to implement a more structured observation process or the tenured teacher requests to be observed pursuant to the more structured process described directly above [See Note 1 below]:

1. Domain 1 shall be evaluated based upon the review of a single comprehensive lesson plan and the agreed upon pre-observation form submitted to the evaluator by the teacher not less than 2 days prior to the announced classroom observation.

2. Evidence of Domains 2 and 3 shall be collected based upon a minimum of one announced 30-45 minute classroom observation and one unannounced classroom observation. Unannounced observations shall be in the nature of short-duration classroom visitations (approximately 10-15 minutes in duration). There shall be no pre or post-observation conference for any classroom visitations, unless specifically requested by the teacher or the evaluator. The evaluating administrators shall determine the order of the announced/ unannounced classroom observations. For unannounced visits, informal feedback shall be provided within ten school days following the visit, absent exigent circumstances or unless otherwise mutually agreed.
a. Evidence to form the basis of rubric ratings for Domains 2 and 3 will be scripted during these classroom visitations, but a qualitative effectiveness rating shall be conducted at the Domain level, such that the teacher's effectiveness rating contained in the final summative evaluation shall be based upon the preponderance of the evidence observed throughout the school year in each respective domain (i.e. the HEDI rating most often observed during the school year), and not based upon the evidence collected within each discrete component that comprises each domain.
b. Constructive written feedback will be received by the tenured teacher subsequent to a classroom visitation, including suggestions for

additional practices that could be implemented to further enhance the student learning experience.
c. In the event that an observation hereunder indicates a need for a more structured review (e.g. evidence of developing or ineffective pedagogy is observed), then the more structured observation procedures as outlined in Paragraph A above shall be reinstituted upon notification to the teacher of the need therefor.

3. Domain 4 shall be rated based upon the following:
a. Component 4.a. (Reflecting on Teaching) shall be appraised based upon a single self-reflection to be completed by each tenured teacher covered hereunder and submitted to his/her building principal by no later than June 1st.
b. Component 4.b. (Maintaining Accurate Records) will be scored based upon the lead evaluator's review of the teacher's grade book/student data files and recordkeeping practices.
c. Components 4.c. through 4.f. shall be appraised based upon a written submission by each teacher, by no later than June 1st, describing the professional activities and communicative efforts in which the teacher has engaged throughout the school year and the responses that have been received from students, parents, peers and administration.

4. By June 15th, each tenured teacher covered hereunder shall receive his/her final summative evaluation, containing the Local 60 point rubric rating.

For both processes referenced above in Paragraphs "A" and "B", ratings are assigned (H, E, D or I) to the components for which evidence is observed during each observation. Numerical scores are assigned at the end of the school year based upon the percentage distribution of the HEDI ratings. In the event that there are even numbers of HEDI ratings assigned during the school year that are adjacent to each other, the higher of the two ratings will be used for the purposes of assigning the Local 60 points.

[Note 1: In the event that a tenured teacher with an effective or highly effective Local 60 point rubric rating from the prior school year requests that a more formal observation/evaluation process be instituted, then the procedures outlined in Section A, paragraphs 1 through 8 above will be utilized; provided, however, there shall only be one formal announced observation (as opposed to two) and a minimum of one unannounced informal observation.]

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The performance of teachers in the highly effective range is extremely accomplished in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Performance is evidenced in a community of learners in the classroom where students are highly motivated, engaged and assume responsibility for their learning. The performance of teachers in the highly effective range is exemplary and contributes to the success of the whole school.
Effective: Overall performance and results meet NYS Teaching Standards.	The performance of teachers in the effective range is proficient in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The performance is evidenced in thorough content knowledge, solid understanding of student development, classroom environment that functions smoothly, and fosters a culture for learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The performance of teachers in the developing stage is at a basic level in the areas of planning and preparation, classroom environment, instruction and professional responsibilities. The performance may be characterized as being minimally competent and having an understanding of the teaching standards and

	attempts to implement strategies that may not always be successful. Performance at this level may require additional support in order to fully meet the teaching standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The performance of teachers in the ineffective range is at an unsatisfactory level in the areas of planning and preparation, classroom environment, instruction and professional responsibilities. The performance may be characterized as not having an understanding of the teaching standards, including student development, classroom management, assessment strategies and does not fulfill professional responsibilities. Performance at this level requires intervention strategies.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, February 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	47-56
Ineffective	0-46

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

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Updated Thursday, March 06, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/5265/145441-Df0w3Xx5v6/TEACHER IMPROVEMENTdoc .docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

WHEREAS, the parties have mutually agreed to the following appeals process to be incorporated into the District’s APPR Plan Document for teachers covered by education law § 3012-c and part 30-2 regents rules:

1. Appeals Process:

A. Any teacher who receives an ineffective composite APPR rating shall be entitled to appeal his/her annual APPR rating, based upon a paper submission (including email) to the Superintendent of Schools or the Superintendent's designated Administrator, who shall be adequately trained and certified, in the evaluation rubric, trained in accordance with the requirements of statute and regulations and who possesses an appropriate administrative Certification. In the event that the Superintendent or the Superintendent' designated Administrator served as an evaluator or lead evaluator he/she shall not hear the appeal.

B. The appeal must be brought in writing (including email), specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. A copy of the appeal shall be sent to the GLTA President(s), unless the unit member objects to the same.

The areas of concern as referenced above for which a teacher who is rated ineffective on his/her APPR may bring an appeal are:

1. The substance of the annual professional performance review;
2. The District's adherence to the standards and methodologies required for the APPR;
3. The adherence to the Part 30 Regents Rules; and/or
4. Compliance with the locally negotiated procedures that govern the APPR.

Further, a teacher who is placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns regarding the TIP upon the District's issuance and/or implementation of a TIP (where applicable), in accordance with the requirements of Section 3012-c of the Education Law.

C. An appeal of a composite APPR rating or a TIP must be commenced within ten (10) school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent or the Superintendent's designated Administrator shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. The Superintendent or his/her designated Administrator 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 ten (10) school days of the receipt of the appeal.

E. The decision of the Superintendent or the Superintendent's designated Administrator, so long as the decision is made within the timeframe set forth in paragraph D, 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. In the event that the decision is not rendered within the timeframe set forth in paragraph D, the appeal shall be sustained.

The provisions set forth above, shall neither be construed to alter or affect the rights of probationary teachers pursuant to Section 3031 of the New York State Education 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.

To be certified as a lead evaluator, administrators received training from the local BOCES or RIC Center, as well as 3rd Party Vendors for Locally Selected Measures. Training was provided on the (1) Standards, (2) Evidence Based Observations, (3) Student Growth Model, (4) Rubric Use, (5) Assessment Tools-Local Use, (6) Assessment Tools-SED Approved, (7) Statewide Instructional Reporting System, (8) Scoring, (9) ELL/SWD Considerations. This was done in accordance with the requirements of Part 30-2.9(b) of the Rules of the Board of Regents and was accomplished over 3 days (8 hours each). The training set forth above shall also be received by evaluators.

New lead evaluators shall receive the same training as set forth. There will be a minimum of one 8 hour days of training prior to certifying lead evaluators who are new to the District.

To re-certify lead evaluators, each lead evaluator will attend one full day of BOCES network team training on evidence collection and reading of sample evaluations at least twice per year. The process of inter-rater reliability will be accomplished through watching common lessons and the use of evidence and the rubric to asses the instruction.

Lead evaluators will be certified by the Board of Education upon completion of the necessary training required pursuant to Part 30-2.9(b) of the Rules of the Board of Regents.

Lead evaluators will be recertified by the Board of Education as required by Education Law Section 3012-c on a periodic basis after completing training necessary, as prescribed in Section 30-2.9(b) of the Regents Rules.

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)

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

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

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

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):

4-8

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.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3	State assessment	NYS 3rd Grade ELA and Math Assessments
K-3	District, regional, or BOCES-developed	Orange-Ulster BOCES regionally developed Grade Specific Assessments in ELA and Math for the largest grade level other than Grade 3

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.	Students will be given regionally developed pre-tests to establish a baseline. Using the baseline data from the pre-tests, for target setting for Grade 3, individualized student growth targets will be proposed by the Principal subject to ultimate approval authority by the Superintendent of Schools or designee (these individualized student growth targets will be consistent with the individualized growth targets that were approved for students belonging to Grade 3 teachers of record). For the grade level with the second largest student population, annually, rigorous yet achievable growth targets shall be set by the Superintendent or designee articulating a minimum rigor expectation for growth for students in that grade level. Points (0-20) and a corresponding HEDI rating will be awarded to the Grades K-3 Principal based on the school-wide percentage of students in Grade 3 and in the other Grade level with the largest student population (as determined annually) that meet or exceed

	their growth targets when comparing performance on the baseline assessment to student performance on the regionally developed summative assessment or the NYS Grade 3 ELA and Math State assessments, respectively. Points and a corresponding HEDI rating will be assigned to the K-3 Principal in accordance with the Table contained in Section 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	84-100% of students will meet their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	56-83% of students will meet their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	29-55% of students will meet their growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-28% of students will meet their growth target.

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/12156/998869-lha0DogRNw/SLO Growth Chart Section 7.3_1.doc

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable	Checked

Growth Measures.	
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

8. Local Measures (Principals)

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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
4-8	(d) measures used by district for teacher evaluation	Measure of Academic Progress ELA and Math

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For the Grades 4-8 Building Principal, the parties have agreed to use the Measures of Academic Progress (MAP) assessments in ELA and Math to measure student growth. The MAP assessments shall be administered in the fall to each student as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the school-wide percentage of students in the building who meet or exceed their individualized MAP growth targets (in ELA and Math, respectively) when comparing student performance on the fall and spring administrations of the assessments. Points (0-15) and a corresponding HEDI rating shall be assigned to the Principal in accordance with the Table 1 contained in Section 8.1. Until a value-added growth measure has been implemented by the State, Table 2 contained in Section 8.1 (0-20 points) shall be used to generate points and a corresponding HEDI rating for the Principal. Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the principal, subject to approval of the Superintendent or designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous

	yet achievable expectation for growth.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students in the building will meet or exceed their individualized growth targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students in the building will meet or exceed their individualized growth targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students in the building will meet or exceed their individualized growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students in the building will meet or exceed their individualized growth targets.

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/12190/998870-qBFVOWF7fC/Tables 1 and 2 Section 8.1 revised.docx

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

In the table below, list all of the grade configurations/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:<strong

(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-3	(d) measures used by district for teacher evaluation	Measure of Academic Progress (ELA and Math)/Measures of Academic Progress (Primary Grades)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Principal will receive a HEDI rating and score (0-20 points) based upon individualized student growth on the Measures of Academic Progress (MAP) Primary Grades assessments for Grades K-1 and the MAP ELA and Math assessments in Grades 2-3. The MAP assessments shall be administered in the fall to each student as a baseline measure, after which individualized student growth targets shall be computed by MAP. Growth will be measured based upon the school-wide percentage of students in the building who meet or exceed their individualized MAP growth targets (in ELA and Math, respectively) when comparing student performance on the fall and spring administrations of the assessments. Points (0-20) and a corresponding HEDI rating shall be assigned to the Principal in accordance with the Table contained in Section 8.2. Note: For students who were not administered the MAP assessment during the fall, individualized student growth targets shall be set by the principal, subject to approval of the Superintendent or designee, for the student performance on the Spring MAP administration based upon prior academic history and utilizing other relevant historical data to inform a rigorous yet achievable expectation for growth.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80%-100% of students in the building will meet or exceed their individualized growth targets.

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-79% of students in the building will meet or exceed their individualized growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30%-49% of students in the building will meet or exceed their individualized growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0%-29% of students in the building will meet or exceed their individualized growth targets.

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/12190/998870-T8MlGWUVm1/Table for Section 8.2 revised.doc

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.

None

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 more than one locally selected measure, the percentage of students contained within each measure who meet or exceed their growth targets will be computed. The HEDI points resulting from each measure shall then be averaged (proportionately based upon the number of students covered by each measure) to arrive at the final points and corresponding HEDI rating for these principals. Normal rounding rules will apply for each measure; provided, however, in no instance will rounding rules cause a principal to move into a different HEDI performance category.

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)

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Updated Thursday, March 06, 2014

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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 parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology within the sub-domains “a” through “j” in each of the six Domains as described in the upload:

1. A “Highly Effective” rating shall receive 100% of the total point value for the sub-domain.

2. An “Effective” rating shall receive 96% of the total point value for the sub-domain.

3. A “Developing” rating (which coincides with “Improvement Necessary” on the Marshall Rubric) shall receive 88% of the total point value for that sub-domain.

4. An “Ineffective” rating (which coincides with “Does Not Meet Standards” on the Marshall Rubric) shall receive no points.

The weighted component scores will be totaled to determine the final HEDI score (0-60 points). An example of a sample computation pursuant to this methodology is uploaded below.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. In no event shall rounding rules cause a principal to move into a different HEDI performance category.

Each sub-domain will be scored at the end of the year, holistically based upon evidence gathered across multiple supervisory visits and via collection of documentary evidence and artifacts.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a Principal who receives an “effective” on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated “effective” range (of 75-90).

WHEREAS, the parties further agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges:
Rating Point Range
Highly Effective: 59-60
Effective: 57-58
Developing: 48-56
Ineffective: 0-47

The parties further agree that the HEDI band ranges set forth and the point computation methodology set forth above are Subject to reexamination in the event that the State makes changes to its composite scoring bands and/or the State (20/25 points) and/or local (20/15) HEDI Band Ranges.

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/12205/998871-pMADJ4gk6R/Local 60 Points Calculation - Principals 3.6.14.docx

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

Highly Effective: Overall performance and results exceed standards.	The Principal will receive 1 point in the sub-domain (59-60 points).
Effective: Overall performance and results meet standards.	The Principal will receive .96 of one point in the sub-domain (57-58 points)
Developing: Overall performance and results need improvement in order to meet standards.	principal will receive .88 of one point in sub-domain (48-56 points)
Ineffective: Overall performance and results do not meet standards.	principal will receive 0 points in sub-domain (0-47 points).

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0

By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Thursday, February 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	48-56
Ineffective	0-47

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 Thursday, March 06, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/145899-Df0w3Xx5v6/principalpip.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The parties have mutually agreed to the following timely and expeditious appeals process, to be incorporated into the District's APPR Plan Document for principals covered by Education Law §3012-c:

1. Appeals Process:
A. Any principal who receives an "ineffective" rating on his/her annual composite APPR or a tenured principal who receives a "developing" composite APPR rating, having also received a rating at or below "developing" on the Local 60 Points, shall be entitled to appeal his/her annual APPR rating. The appeal shall be based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess an district-wide administrative Certification. While an appeal may not be commenced until the principal's receipt of his/her annual composite APPR rating, nothing herein shall prevent a principal from informally discussing the Final Summative Evaluation or the Local 20 Points allocation with the Superintendent of Schools prior to the issuance of the composite APPR rating.

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

C. An appeal of an APPR evaluation or a PIP must be commenced within fourteen business days of the presentation of the final document to the principal or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fourteen business day period for a PIP appeal following the end date of the PIP and failure to appeal the PIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the PIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent's administrative designee shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's 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. In the event that the decision of the Superintendent is not made within the timeframe set forth in this paragraph, the Appeal shall be sustained.

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

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.

To be certified as a lead evaluator, training was received by the local BOCES or RIC Center, as well as 3rd Party Vendors for Locally Selected Measures. Training was provided on the (1) Standards, (2) Evidence Based Observations, (3) Student Growth Model, (4) Rubric Use, (5) Assessment Tools-Local Use, (6) Assessment Tools-SED Approved, (7) Statewide Instructional Reporting System, (8) Scoring, (9) ELL/SWD Considerations. This was done in accordance with the requirements of Part 30-2.9(b) of the Rules of the Board of Regents and was accomplished over 3 days (8 hours each). Evaluators will receive the same training as is set forth above.

New lead evaluators will receive training in the same standards as set forth above, with a minimum of one full day (8 hours) of training.

To re-certify lead evaluators, each lead evaluator will attend one full day of BOCES network team training on evidence collection and reading of sample evaluations at least twice per year. The process of inter-rater reliability will be accomplished through watching common lessons and the use of evidence and the rubric to asses the instruction.

Lead evaluators will be certified by the Board of Education upon completion of the necessary training required pursuant to Part 30-2.9(b) of the Rules of the Board of Regents.

Lead evaluators will be recertified by the Board of Education as required by Education Law Section 3012-c on a periodic basis after completing training necessary, as prescribed in Section 30-2.9 of the Regents Rules.

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 Tuesday, March 25, 2014

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/12158/998874-3Uqgn5g9Iu/APPR GWL District Certification Form 3.19.14.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Section 2.11 - SLO Growth Chart

% of students in a teacher of record's class meeting their individualized growth targets **or** **School Wide % of students meeting their individualized Growth target**	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-62		10		
63-66		11		
67-70		12		
71-74		13		
75-76		14		
77-78		15		
79-80		16		
81-83		17		
84-87	18			
88-95	19			
96-100	20			

SLO Conversion Chart
For teachers of Grades 4-8 Courses listed in Section 2.10 using group wide results based upon State Assessments

Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
	10	9
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

Table 1 – Section 3.3
Local 15 Measure of Student Growth
(To be used upon the State's introduction of its Value-Added Growth Measure)

% of students meeting or exceeding their individualized growth targets on the MAP assessments	Highly Effective	Effective	Developing	Ineffective
0-10				0
11-19				1
20-29				2
30-33			3	
34-37			4	
38-41			5	
42-45			6	
46-49			7	
50-53		8		
54-57		9		
58-62		10		
63-67		11		
68-73		12		
74-79		13		
80-90	14			
91-100	15			

Table 2 – Section 3.3

Local 20 Point Measure of Student Growth

% of students meeting or exceeding their individualized growth targets on the MAP assessments	Highly Effective	Effective	Developing	Ineffective
0-10				0
11-19				1
20-29				2
30-31			3	
32-34			4	
35-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-62		12		
63-66		13		
67-69		14		
70-72		15		
73-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

Table for Section 3.13

Local 20 Point Measure of Student Growth

% of students meeting or exceeding their individualized growth targets on the MAP assessments	Highly Effective	Effective	Developing	Ineffective
0-10				0
11-19				1
20-29				2
30-31			3	
32-34			4	
35-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-62		12		
63-66		13		
67-69		14		
70-72		15		
73-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

TEACHER IMPROVEMENT PLAN FOR TEACHERS SUBJECT TO SECTION 3012-c OF THE EDUCATION LAW AND PART 30-2 OF THE REGENTS RULES

(For a teacher who is rated ineffective or developing on his/her Final Summative Evaluation**)**

1. The area(s) in need of improvement	2.The performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating	3. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement	4. The anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned)

5. The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

_____	_____	**Date of Completion (if applicable)**
Teacher's Signature	**Date**	**[ ] Completed** **[ ] Not Completed**
_____	_____	_____
Administrator's Signature	**Date**	**Completion Date**

Teacher initials below:

____ Yes: Please send a copy of this TIP to the GLTA President(s); or

____ No: I do not want a copy of this TIP sent to the GLTA President(s)

Section 7.3 - SLO Growth Chart

% of students within the building who meet or exceed their growth targets	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-62		10		
63-66		11		
67-70		12		
71-74		13		
75-76		14		
77-78		15		
79-80		16		
81-83		17		
84-87	18			
88-95	19			
96-100	20			

Table 1 – Section 8.1
Local 15 Measure of Student Growth
(To be used upon the State's introduction of its Value-Added Growth Measure)

% of students within the building meeting or exceeding their individualized growth targets on the MAP assessments	Highly Effective	Effective	Developing	Ineffective
0-10				0
11-19				1
20-29				2
30-33			3	
34-37			4	
38-41			5	
42-45			6	
46-49			7	
50-53		8		
54-57		9		
58-62		10		
63-67		11		
68-73		12		
74-79		13		
80-90	14			
91-100	15			

Table 2 – Section 8.1

Local 20 Point Measure of Student Growth

% of students meeting or exceeding their individualized growth targets on the MAP assessments	Highly Effective	Effective	Developing	Ineffective
0-10				0
11-19				1
20-29				2
30-31			3	
32-34			4	
35-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-62		12		
63-66		13		
67-69		14		
70-72		15		
73-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

Table for Section 8.2

Local 20 Point Measure of Student Growth

% of students within the building meeting or exceeding their individualized growth targets on the MAP assessments	Highly Effective	Effective	Developing	Ineffective
0-10				0
11-19				1
20-29				2
30-31			3	
32-34			4	
35-37			5	
38-41			6	
42-45			7	
46-49			8	
50-52		9		
53-55		10		
56-58		11		
59-62		12		
63-66		13		
67-69		14		
70-72		15		
73-75		16		
76-79		17		
80-85	18			
86-90	19			
91-100	20			

APPR - Principal Evaluation

Local 60 Points Calculation Spreadsheet – Greenwood Lake Union Free School District

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	Highly Effective = 100%	Effective = 96.0%	Developing = 88%	Ineffective = 0%
Domain A							
A	H	1.00	1.00	1.00	0.96	0.88	0.00
B	E	0.96	1.00	1.00	0.96	0.88	0.00
C	E	0.96	1.00	1.00	0.96	0.88	0.00
D	D	0.88	1.00	1.00	0.96	0.88	0.00
E	E	0.96	1.00	1.00	0.96	0.88	0.00
F	E	0.96	1.00	1.00	0.96	0.88	0.00
G	D	0.88	1.00	1.00	0.96	0.88	0.00
H	E	0.96	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	E	0.96	1.00	1.00	0.96	0.88	0.00
Domain B							
A	E	0.96	1.00	1.00	0.96	0.88	0.00
B	E	0.96	1.00	1.00	0.96	0.88	0.00
C	D	0.88	1.00	1.00	0.96	0.88	0.00
D	E	0.96	1.00	1.00	0.96	0.88	0.00
E	H	1.00	1.00	1.00	0.96	0.88	0.00
F	D	0.88	1.00	1.00	0.96	0.88	0.00
G	E	0.96	1.00	1.00	0.96	0.88	0.00
H	D	0.88	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	E	0.96	1.00	1.00	0.96	0.88	0.00
Domain C							
A	E	0.96	1.00	1.00	0.96	0.88	0.00
B	E	0.96	1.00	1.00	0.96	0.88	0.00
C	H	1.00	1.00	1.00	0.96	0.88	0.00
D	E	0.96	1.00	1.00	0.96	0.88	0.00
E	E	0.96	1.00	1.00	0.96	0.88	0.00
F	H	1.00	1.00	1.00	0.96	0.88	0.00
G	D	0.88	1.00	1.00	0.96	0.88	0.00
H	E	0.96	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	E	0.96	1.00	1.00	0.96	0.88	0.00
Domain D							

A	E	0.96	1.00	1.00	0.96	0.88	0.00
B	E	0.96	1.00	1.00	0.96	0.88	0.00
C	D	0.88	1.00	1.00	0.96	0.88	0.00
D	D	0.88	1.00	1.00	0.96	0.88	0.00
E	D	0.88	1.00	1.00	0.96	0.88	0.00
F	E	0.96	1.00	1.00	0.96	0.88	0.00
G	E	0.96	1.00	1.00	0.96	0.88	0.00
H	E	0.96	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	E	0.96	1.00	1.00	0.96	0.88	0.00
Domain E							
A	H	1.00	1.00	1.00	0.96	0.88	0.00
B	H	1.00	1.00	1.00	0.96	0.88	0.00
C	D	0.88	1.00	1.00	0.96	0.88	0.00
D	E	0.96	1.00	1.00	0.96	0.88	0.00
E	E	0.96	1.00	1.00	0.96	0.88	0.00
F	H	1.00	1.00	1.00	0.96	0.88	0.00
G	E	0.96	1.00	1.00	0.96	0.88	0.00
H	E	0.96	1.00	1.00	0.96	0.88	0.00
I	E	0.96	1.00	1.00	0.96	0.88	0.00
J	H	1.00	1.00	1.00	0.96	0.88	0.00
Domain F							
A	E	0.96	1.00	1.00	0.96	0.88	0.00
B	H	1.00	1.00	1.00	0.96	0.88	0.00
C	D	0.88	1.00	1.00	0.96	0.88	0.00
D	E	0.96	1.00	1.00	0.96	0.88	0.00
E	H	1.00	1.00	1.00	0.96	0.88	0.00
F	H	1.00	1.00	1.00	0.96	0.88	0.00
G	D	0.88	1.00	1.00	0.96	0.88	0.00
H	E	0.96	1.00	1.00	0.96	0.88	0.00
I	D	0.88	1.00	1.00	0.96	0.88	0.00
J	H	1.00	1.00	1.00	0.96	0.88	0.00
Raw Score*		57.04	**60.00**	**60.00**	**57.60**	**52.80**	**0.00**
Total	**E**	**57.00**					

*Note: If a raw score number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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Greenwood Lake UFSD

Principal Professional Improvement

PRINCIPAL IMPROVEMENT PLAN

(1) AREA(S) IN NEED OF IMPROVEMENT	(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4) MANNER OF ASSESSMENT OF IMPROVEMENT

Upon final evaluation at the terminal date of the PIP, the following has been determined:

[ ] PIP Completed **Date of PIP Completion (if applicable) _____**
[ ] PIP Not Completed

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

Evaluator's Signature **Date**

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also 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 TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Craig T. Dougherty 3/19/14

Teachers Union President Signature: Date:

3/19/14

Administrative Union President Signature: Date:

3-19-2014

Board of Education President Signature: Date:

3-19-2014