



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

Commissioner of Education
President of the University of the State of New York
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October 8, 2013

Revised

Mrs. Kelly Fallon, Superintendent
Half Hollow Hills Central School District
525 Half Hollow Road
Dix Hills, NY 11746

Dear Superintendent Fallon:

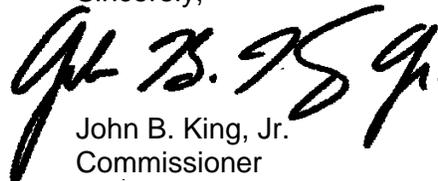
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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 Friday, September 27, 2013

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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

580405060000

1.2) School District Name:

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

Half Hollow Hills Central 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 Tuesday, October 08, 2013

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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 Grade 4-5 ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4-5 ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4-5 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.	(Grades K-2) HEDI Points will be assigned to each teacher based on the school-wide average of the state provided growth scores by the NYSED using the average of state scores provided to teachers in grades 4-5. (Grade-3) Using student history and data administrator/teacher will establish individual growth targets. HEDI Points will be based on the percentage of students who meet or exceed the target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students exceed the established targets based on the evidence for the SLO.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students meet the established targets based on the evidence for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students approach the established targets based on the evidence for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students are far below the established targets based on the evidence for the SLO.

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 4-5 Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4-5 Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4-5 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.	(Grades K-2) HEDI Points will be assigned to each teacher based on the school-wide average of the state provided growth scores by the NYSED using the average of state scores provided to teachers in grades 4-5. (Grade-3) Using student history and data administrator/teacher will establish individual growth targets. HEDI Points will be based on the percentage of students who meet or exceed the target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students exceed the established targets based on the evidence for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students meet the established targets based on the evidence for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students approach the established targets based on the evidence for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	(Grades K-2) State Provided Growth Scores will be used. (Grade-3) Teachers whose students are far below the established

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	Half Hollow Hills District Developed Grade -6 Science Assessment
7	District, regional or BOCES-developed assessment	Half Hollow Hills District 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.	Targets will be developed for each teacher based on baseline information established through historical data and pre-assessments for applicable courses. Teacher growth scores will be based on individual students scores for the teacher's assigned courses. Individual student growth targets will be set using baseline data. HEDI points will be based on the percentage of students who meet or exceed their growth targets. The supervisor of each academic department sets the target for growth with the teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers whose students exceed the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers whose students meet the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers whose students approach the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers whose students are far below the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.

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	Half Hollow Hills District Developed Grade -6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Half Hollow Hills District Developed Grade -7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Half Hollow Hills District 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.	Targets will be developed for each teacher based on baseline information established through historical data and pre-assessments for applicable courses. Teacher growth scores will be based on individual students scores for the teacher's assigned courses. Individual student growth targets will be set using baseline data. HEDI points will be based on the percentage of students who meet or exceed their growth targets. The supervisor of each academic department sets the target for growth with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers whose students exceed the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers whose students meet the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers whose students approach the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers whose students are far below the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.

2.6) High School Social Studies Regents Courses

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

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

Assessment

Global 1	District, regional, or BOCES-developed assessment	Half Hollow Hills District Developed Grade -9 Global 1 Assessment
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be developed for each teacher based on baseline information established through historical data and pre-assessments for applicable courses. Teacher growth scores will be based on individual students scores for the teacher's assigned courses. Individual student growth targets will be set using baseline data. HEDI points will be based on the percentage of students who meet or exceed their growth targets. The supervisor of each academic department sets the target for growth with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers whose students exceed the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers whose students meet the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers whose students approach the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers whose students are far below the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.

2.7) High School Science Regents Courses

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

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

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

Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be developed for each teacher based on baseline information established through historical data and pre-assessments for applicable courses. Teacher growth scores will be based on individual students scores for the teacher's assigned courses. Individual student growth targets will be set using baseline data. HEDI points will be based on the percentage of students who meet or exceed their growth targets. The supervisor of each academic department sets the target for growth with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers whose students exceed the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers whose students meet the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers whose students approach the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers whose students are far below the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.

2.8) High School Math Regents Courses

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

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

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

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

assessments listed for this Task.

NOTE: For Algebra 1, 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Targets will be developed for each teacher based on baseline information established through historical data and pre-assessments for applicable courses. Teacher growth scores will be based on individual students scores for the teacher's assigned courses. Individual student growth targets will be set using baseline data. HEDI points will be based on the percentage of students who meet or exceed their growth targets. The supervisor of each academic department sets the target for growth with the teacher. Students in Algebra I take a Common Core based course, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents will both be given to the students, the higher score will be used in determining growth score.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers whose students exceed the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers whose students meet the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers whose students approach the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers whose students are far below the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Half Hollow Hills District Developed Grade -9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Half Hollow Hills District Developed Grade -10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English and Common Core English Regents

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Targets will be developed for each teacher based on baseline information established through historical data and pre-assessments for applicable courses. Teacher growth scores will be based on individual students scores for the teacher's assigned courses. Individual student growth targets will be set using baseline data. HEDI points will be based on the percentage of students who meet or exceed their growth targets. The supervisor of each academic department sets the target for growth with the teacher.</p> <p>Students in ELA 11 take a Common Core based course, NYS Comprehensive English Regents and NYS Common Core English Regents will both be given to the students, the higher score will be used in determining growth score.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Teachers whose students exceed the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers whose students meet the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers whose students approach the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers whose students are far below the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO.</p>

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
All Other ELA	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Other Math	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Other Social Studies	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment

All Other Science	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All World Languages	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Business	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Technology	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Art	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Music	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Physical Education & Health	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Family & Consumer Sciences	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Special Education (Life Skills)	State Assessment	NYSAA
All Reading	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Elementary Math Specialists	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
All Speech Teachers	District, Regional or BOCES-developed	Half Hollow Hills District Developed Grade & Subject Specific Summative Assessment
Elementary Resource Room	School/BOCES-wide/group/team results based on State	NYS 4-5, ELA Assessments
All AHAP	School/BOCES-wide/group/team results based on State	NYS State Math 4-5 Assessment
All ESL/ELL	State Assessment	NYSESLAT
Middle School Resource Room	School/BOCES-wide/group/team results based on State	NYS 6-8, ELA Assessments
High School Resource Room	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Assessment

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

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

For District Developed, NYSAA and NYS regents Assessment targets will be developed for each teacher based on baseline information established through historical data and pre-assessments for applicable courses. Teacher growth scores will be based on individual students scores for the teacher's assigned courses. HEDI points will be based on the percentage of students who meet or exceed their individual growth targets. The supervisor of each academic department sets the target for growth with the teacher.

For courses using School-wide measures for 4-8 NY State Assessments, scores will be based on average state provided growth scores of the teachers in the school based on the identified grades.

For students taking the NYSESLAT we are setting a minimum rigor expectation for growth. NYSESLAT Scores will be based on the target of Advanced as defined by the State. HEDI points will be based on the percentage of students who meet or exceed the minimum rigor expectation.

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

Teachers whose students exceed the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO. Where 4-8 NYS Assessments are used HEDI Scores will be based on State Provided Growth Scores.

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

Teachers whose students meet the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO. Where 4-8 NYS Assessments are used HEDI Scores will be based on State Provided Growth Scores.

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

Teachers whose students approach the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO. Where 4-8 NYS Assessments are used HEDI Scores will be based on State Provided Growth Scores.

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

Teachers whose students are far below the established targets for similar students (including differentiating for students with disabilities, ESL/ELL, and low socio-economic status) in the district and/or state, based on the evidence for the SLO. Where 4-8 NYS Assessments are used HEDI Scores will be based on State Provided Growth Scores.

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/12186/587993-TXEttx9bQW/Teacher Points GrowthSeptember_27.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 controls

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)

Created Tuesday, April 30, 2013

Updated Monday, October 07, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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	6(i) School-wide measure based on State-provided measure	NYS ELA Assessment 4-5
5	6(i) School-wide measure based on State-provided measure	NYS ELA Assessment 4-5
6	6(i) School-wide measure based on State-provided measure	NYS ELA Assessment 6-8
7	6(i) School-wide measure based on State-provided measure	NYS ELA Assessment 6-8
8	6(i) School-wide measure based on State-provided measure	NYS ELA Assessment 6-8

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.	A School-wide measure of student growth based on all students in the specified grade level in the school that took the State assessment in ELA in Grades 4-8 provided by NYS. All District Elementary schools (K-5) and all District Middle School (6-8). The average of the teachers School-wide average scores provided by SED will result in a single HEDI Score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the highly effective range.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the effective range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the ineffective range.

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	6(i) School-wide measure based on State-provided measure	NYS Math Assessment 4-5
5	6(i) School-wide measure based on State-provided measure	NYS Math Assessment 4-5
6	6(i) School-wide measure based on State-provided measure	NYS Math Assessment 6-8
7	6(i) School-wide measure based on State-provided measure	NYS Math Assessment 6-8
8	6(i) School-wide measure based on State-provided measure	NYS Math Assessment 6-8

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	A School-wide measure of student growth based on all students in the specified grade level in the school that took the State
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subcomponent. If needed, you may upload a table or graphic at 3.3, below.	assessment in Math in Grades 4-8 provided by NYS. All District Elementary schools (K-5) and all District Middle School (6-8). The average of the teachers School-wide average scores provided by SED will result in a single HEDI Score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the highly effective range.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the effective range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the developing range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A School-wide measure of student growth provided by NYS in the ineffective range.

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.

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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	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	6(i) School-wide measure based on State-provided measure	NYS Grades 4-5 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	In Grades K-2, The NWEA MAP Primary Assessment will be used for K-2 ELA. A measure of growth using the NWEA VARC, value added analysis of the fall and spring assessment to determine a Z-Score (calculated by NWEA as a standard
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deviation measurement based on the performance of students in the district compared with students nationwide) which was then translated into the 0-20 scale based on collective bargaining all Z-Scores are rounded to the nearest tenth.
 In Grade-3 a school-wide score for each K-5 elementary school of the NYS 4-5 ELA Assessment, based on the average of the state provided growth scores for the teachers of the NYS 4-5 ELA Assessment.

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

(K-2) Highly Effective (NWEA Z-Score 0.7 to 1.1 or higher)
 (3) School-wide Average of State Provided Score.

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

(K-2) Effective (NWEA Z-Score -1.1 to less than 0.7)
 (3) School-wide Average of State Provided Score.

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

(K-2) Developing (NWEA Z-Score -2.3 to less than -1.1)
 (3) School-wide Average of State Provided Score.

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

(K-2) Ineffective (NWEA Z-Score less than -2.3)
 (3) School-wide Average of State Provided Score.

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	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	6(i) School-wide measure based on State-provided measure	NYS Grade 4-5 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

In Grades K-2, The NWEA MAP Primary Assessment will be used for K-2 Math. A measure of growth using the NWEA VARC, value added analysis of the fall and spring assessment to determine a Z-Score (calculated by NWEA as a standard deviation measurement based on the performance of students in the district compared with students nationwide) which was then translated into the 0-20 scale based on collective bargaining all

Z-Scores are rounded to the nearest tenth.
in Grade-3 a school-wide score for each K-5 elementary school of the NYS 4-5 Math Assessment, based on the average of the state provided growth scores for the teachers of the NYS 4-5 Math Assessment.

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

(K-2) Highly Effective (NWEA Z-Score 0.7 to 1.1 or higher)
(3) School-wide Average of State Provided Score.

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

(K-2) Effective (NWEA Z-Score -1.1 to less than 0.7)
(3) School-wide Average of State Provided Score.

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

(K-2) Developing (NWEA Z-Score -2.3 to less than -1.1)
(3) School-wide Average of State Provided Score.

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

(K-2) Ineffective (NWEA Z-Score less than -2.3)
(3) School-wide Average of State Provided Score.

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	5) District, regional, or BOCES–developed assessments	Half Hollow Hills District Developed Science-6 - Science Assessment
7	5) District, regional, or BOCES–developed assessments	Half Hollow Hills District Developed Science-7- Science Assessment
8	5) District, regional, or BOCES–developed assessments	Half Hollow Hills District Developed Science-8 - Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

District Developed Assessments will measure student achievement, be rigorous, comparable across classrooms and the same assessment will be used for the grade level / subject area. HEDI Points will based on the percentage of students who meet or exceed the achievement target of 65.

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

Highly Effective (85 – 100% of the teacher’s students reach the achievement target of 65 or better on the Summative Assessment)

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

Effective (63 – 84% of the teacher’s students reach the achievement target of 65 or better on the Summative Assessment)

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

Developing (46– 62% of the teacher’s students reach the achievement target of 65 or better on the Summative Assessment)

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

Ineffective (0 - 45% of the teacher's students reach the achievement target of 65 or better on the Summative Assessment)

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	5) District, regional, or BOCES-developed assessments	Half Hollow Hills District Developed Grade - 6 Social Studies Assessment
7	5) District, regional, or BOCES-developed assessments	Half Hollow Hills District Developed Grade - 7 Social Studies Assessment
8	5) District, regional, or BOCES-developed assessments	Half Hollow Hills District Developed Grade - 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District Developed Assessments will measure student achievement, be rigorous, comparable across classrooms and the same assessment will be used for the grade level / subject area. HEDI Points will based on the percentage of students who meet or exceed the achievement target of 65.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (85 – 100% of the teacher's students reach the achievement target of 65 or better on the Summative Assessment)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (63 – 84% of the teacher's students reach the achievement target of 65 or better on the Summative Assessment)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (46– 62% of the teacher's students reach the achievement target of 65 or better on the Summative Assessment)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 45% of the teacher's students reach the achievement target of 65 or better on the Summative Assessment)

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	5) District, regional, or BOCES–developed assessments	Half Hollow Hills District Developed Grade - 9 Global 1 Social Studies Assessment
Global 2	6(ii) School wide measure computed locally	NYS Global Regents Examination
American History	6(ii) School wide measure computed locally	NYS American History Regents Examination

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.	New York State Regents Examination or District Developed Assessment. District Developed Assessments will measure student achievement, be rigorous, comparable across classrooms and the same assessment will be used for the grade level / subject area. HEDI Points will based on the percentage of students who meet or exceed the achievement target of 65. In Global 2 and American History school-wide results will be used, HEDI Points will based on the percentage of students who meet or exceed the achievement target of 65.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (85 – 100% of students reach the achievement target of 65 or better on the Summative Assessment)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (63 – 84% of students reach the achievement target of 65 or better on the Summative Assessment)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (46– 62% of students reach the achievement target of 65 or better on the Summative Assessment)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 45% of students reach the achievement target of 65 or better on the Summative Assessment)

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	6(ii) School wide measure computed locally	NYS Living Environment Regents Examination

Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Examination
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Examination
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Examination

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.	New York State Regents Examination: Living Environment, Earth Science, Chemistry, Physics school-wide results will be used, HEDI Points will be based on the percentage of students who meet or exceed the achievement target of 65.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (85 – 100% of students reach the achievement target of 65 or better on the Summative Assessment)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (46– 62% of students reach the achievement target of 65 or better on the Summative Assessment)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (63– 84% of students reach the achievement target of 65 or better on the Summative Assessment)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 45% of students reach the achievement target of 65 or better on the Summative Assessment)

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	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents Exam & NYS Common Core Algebra Regents Examination
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Exam
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra II Regents Exam

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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.	New York State Regents Examination: Algebra I, Algebra II, Geometry, school-wide results will be used, HEDI Points will be based on the percentage of students who meet or exceed the achievement target of 65. (In Algebra I students are enrolled in a Common Core based course and will take both the Integrated Algebra and the Common Core Regents: teacher's rating will be based on the higher score.) HEDI Points will be based on the percentage of students who meet or exceed the achievement target of 65.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (85 – 100% of students reach the achievement target of 65 or better on the Summative Assessment)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (63– 84% of students reach the achievement target of 65 or better on the Summative Assessment)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (46– 62% of students reach the achievement target of 65 or better on the Summative Assessment)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 45% of students reach the achievement target of 65 or better on the Summative Assessment)

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Half Hollow Hills District Developed Grade-9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Half Hollow Hills District Developed Grade-10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive Regents Exam & NYS Common Core Regents Exam

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.	District Developed Assessments will be rigorous, comparable across classrooms and the same assessment will be used for the grade level / subject area. ELA-11 Students are enrolled in a Common Core based course and will take both the Comprehensive English and the Common Core NYS Regents, teacher's results will be based on the higher score, school-wide results will be used, HEDI Points will based on the percentage of students who meet or exceed the achievement target of 65. District Developed Assessments will measure student achievement, be rigorous, comparable across classrooms and the same assessment will be used for the grade level / subject area. HEDI Points will based on the percentage of students who meet or exceed the achievement target of 65.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (85 – 100% of students reach the achievement target of 65 or better on the Summative Assessment)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (63– 84% of students reach the achievement target of 65 or better on the Summative Assessment)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (46– 62% of students reach the achievement target of 65 or better on the Summative Assessment)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 45% of students reach the achievement target of 65 or better on the Summative Assessment)

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
HS ELA not covered by earlier options	6(ii) School wide measure computed locally	NYS Comprehensive English Regents & NYS Common Core English Regents Exam
Honors/AP Calculus	5) District/regional/BOCES–developed	Half Hollow Hills District Developed Calculus Assessment
AP Psychology	5) District/regional/BOCES–developed	Half Hollow Hills District Developed AP Psychology Assessment

HS US History not covered by earlier options	6(ii) School wide measure computed locally	NYS US History Regents
World Languages (Spanish, Italian, French, Chinese)	5) District/regional/BOCES–developed	Half Hollow District Developed Grade & Subject Specific (Language) Assessments
Business 9-12 (Fiscal Literacy, Sports Marketing, Accounting, Business Marketing, Fashion Merchandising)	5) District/regional/BOCES–developed	Half Hollow District Developed Grade & Subject Specific (business Course) Assessments
Middle School Technology	5) District/regional/BOCES–developed	Half Hollow District Developed Grade-7 Technology Assessments
Art	5) District/regional/BOCES–developed	Half Hollow District Developed Grade & Subject Specific Assessments
Music	5) District/regional/BOCES–developed	Half Hollow District Developed Grade/Specific Music Assessments
Physical Education & Health	5) District/regional/BOCES–developed	Half Hollow District Developed Grade Specific Physical Education Assessments
Family & Consumer Sciences	5) District/regional/BOCES–developed	Half Hollow District Developed Grade Specific FACS Assessments
Resource Room / Career Connections 9-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Elementary Math Specialists	6(i) School-wide measure based on State-provided measure	NYS Math 4-5 Assessment
Resource Room / IPC SPED K-5	6(i) School-wide measure based on State-provided measure	NYS ELA 4-5 Assessment
Resource Room / Career Connections 6-8	6(i) School-wide measure based on State-provided measure	NYS ELA 6-8 Assessment
AHAP	6(i) School-wide measure based on State-provided measure	NYS Math 4-5 Assessment
ESL K-5	6(i) School-wide measure based on State-provided measure	NYS ELA 4-5 Assessment
ESL 6-8	6(i) School-wide measure based on State-provided measure	NYS ELA 6-8 Assessment
ESL 9-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All District Developed Performance or Summative Assessments will be rigorous, comparable across classrooms and the same assessment will be used for the grade level / subject area. HEDI points will be based on the percentage of students meet or exceed a score of 65. NYS Regents exams scores will be computed school-wide with HEDI based on percentage of students achieving 65. For the non Regents ELA electives a Teacher's HEDI score will be based on school-wide results of students taking the Regents exams. NYS ELA-11 Regents students are enrolled in a Common Core based course and will take both Common Core and Comprehensive English exam, teacher's scores will be based on the higher score.</p> <p>In courses using a school-wide measure with NYS 4-8 ELA and Math Assessments, HEDI scores will be based on a school-wide average of the state provided growth scores.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective (85 – 100% of students reach the achievement target of 65 or better on the Assessment)</p> <p>Where school-wide measures are used with ELA and Math 4-8 State Assessments) HEDI Scores will be an average of State Provided Growth Scores.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (63– 84% of students reach the achievement target of 65 or better on the Assessment)</p> <p>Where school-wide measures are used with ELA and Math 4-8 State Assessments) HEDI Scores will be an average of State Provided Growth Scores.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (46– 62% of students reach the achievement target of 65 or better on the Assessment)</p> <p>Where school-wide measures are used with ELA and Math 4-8 State Assessments) HEDI Scores will be an average of State Provided Growth Scores.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0 - 45% of students reach the achievement target of 65 or better on the Assessment)</p> <p>Where school-wide measures are used with ELA and Math 4-8 State Assessments) HEDI Scores will be an average of State Provided Growth Scores.</p>

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/12149/587994-y92vNseFa4/Local Points_3.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.

no controls

3.15) Teachers with More Than One Locally Selected Measure

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

In a case where a teacher has multiple locally selected measures a single subcomponent HEDI category will be developed using a weighted average based on student enrollment for the courses tied to the assessments. Any calculations that may result in decimals be rounded to the nearest whole number. However, districts have to make sure that rounding will not result in a teacher moving from one HEDI rating category to another

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)

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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]	35
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

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.

In accordance with the Commissioner's Regulations, sixty (60) points of a teacher's composite effectiveness score shall be based upon multiple measures of teacher effectiveness, thirty-five (35) of the sixty (60) points will be based on multiple (at least two) classroom observations. Individual Observations will be rated using the rubric but not scored. The summative rating for each domain will be based on all of the evidence collected over multiple observations in addition to documents collected, walk-throughs and ratings for the observations. The District shall use Domain-2 and Domain-3 of Danielson's Framework for Teaching 2011 Revised Edition rubric to

measure teacher effectiveness based upon multiple classroom observations. Scores will be converted to New York State’s rating categories as follows:

- Framework for Teaching New York State Rating Category
- Distinguished Highly Effective
- Proficient Effective
- Basic Developing
- Unsatisfactory Ineffective

The District shall use Domain-1 and Domain-4 of Danielson’s Framework for Teaching 2011 Revised Edition rubric to measure teacher effectiveness in other areas of teacher effectiveness including planning and professional responsibilities. The District shall score the teacher effectiveness subcomponent as follows:

Domain: 1 Planning & Preparation – 15 Points

Score based on data collection and teacher artifacts, including unit plans and student assessments.

Domain: 2 The Classroom Environment – 15 Points

Based on multiple Observations, points allocated for each of five (5) components 2a, 2b, 2c, 2d, 2e:

Domain: 3 Instruction – 20 Points

Based on multiple Observations, points allocated for each of five (5) components 3a, 3b, 3c, 3d, 3e:

Domain: 4 Professional Responsibilities – 10 Points

Score based on data collection and teacher artifacts.

According to NYSED, there are to be no decimals reported for any of the subcomponent scores as the overall composite scores set forth in the Commissioner’s regulations uses whole numbers. For ease of practice, any calculations that may result in decimals will be rounded to the nearest whole number. However, rounding will not result in a teacher moving from one HEDI rating category to another.

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

assets/survey-uploads/5091/132024-eka9yMJ855/RevisedFFT60pointsscoring_1.xlsx

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.	Point Range 58-60; teacher is exceeding District Expectations as measured using the four Domains of the Danielson 2011 Framework for Teaching Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Point Range 48-57; teacher is meeting District Expectations as measured using the four Domains of the Danielson 2011 Framework for Teaching Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Point Range 40-47; teacher is approaching District Expectations as measured using the four Domains of the Danielson 2011 Framework for Teaching Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Point Range 0-39; teacher is below District Expectations as measured using the four Domains of the Danielson 2011 Framework for Teaching Rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	48-57

Developing	40-47
Ineffective	0-39

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

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 Tuesday, September 10, 2013

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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	58-60
Effective	48-57
Developing	40-47
Ineffective	0-39

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, September 16, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/132091-Df0w3Xx5v6/TIP_1.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:

IX. APPR APPEALS PROCEDURES

A) Purpose

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

B) Grounds for Appeal

Appeals shall be limited to those evaluations resulting in a rating of Developing or Ineffective. The results of the appeal process are final and are not subject to the grievance procedure of the CBA, except as to enforce violations of the procedural aspects of the APPR process as set forth herein.

Non-tenured teachers shall be permitted to appeal pursuant to this procedure.

An overall performance rating of “developing” or “ineffective” on the annual evaluation is the only rating subject to appeal. A teacher may also appeal the contents of the TIP. Teachers who are rated effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher’s personnel file. Such response shall be filed within ten (10) business days of receipt of the evaluation or TIP, occurring during the school year including summer recess, of the teachers of the APPR evaluation.

C) Procedures for Appeals

Upon First Rating of Ineffective or Developing

1. Within ten (10) school days of the receipt of a teacher’s evaluation rating of developing or first rating of ineffective or receipt of the TIP, the teacher may request, in writing, review by the Superintendent of Schools or the Assistant Superintendent for Districtwide Administration.
2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or the Assistant Superintendent for Districtwide Administration. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties’ annual professional performance review plan adopted pursuant to 8 NYCRR 30-2 and Education Law 3012-c.
3. Within ten (10) school days of receipt of the appeal, the Superintendent of Schools or the Assistant Superintendent for Districtwide Administration shall render a final, binding determination, in writing, respecting the appeal.
4. The determination of the Superintendent of Schools or his/her designee as to the appeal referred to above shall not be subject to grievance, arbitration or review in any other forum.

Upon Second Rating of Ineffective

1. In the event a teacher receives a second consecutive annual evaluation of ineffective, within ten (10) school days of the receipt of the second consecutive ineffective the teacher shall be entitled to appeal his/her rating, based upon a paper submission to a third party jointly selected between the District and the Association. The cost of expert review shall be borne by the District.
2. The expert may issue a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within ten (10) days of delivery of the written request for review to the third party. No hearing shall be held and the review shall be based solely upon the original appeal, supporting papers submitted by the teacher and/or a response to the appeal by the teacher’s evaluator.
3. The third party’s written review determination shall be transmitted to the Superintendent, Association and appellant upon completion. The Superintendent shall receive the written review determination of the panelist and shall issue a written decision with ten (10) days thereof.

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.

During the school year the Half Hollow Hills Central School District will certify (2-days) and/or re-certify (1-day) all District Administrators and ensure inter-rater reliability by providing training in the following areas:

1. The New York State Teaching Standards and their related elements and performance indicators. Including a crosswalk between the NYS Teaching Standards and the Framework for Teaching Rubric.
2. Evidence-based observation techniques that are grounded in the research supporting the Framework for Teaching.
3. Application and use of the student growth percentile model and the value-added growth model as described in the New York State Education Department's regulations.
4. Application and use of the Framework for Teaching rubric, including training on the effective application of the rubric to observe a teacher's practice.
5. Use of any other assessment tools to evaluate classroom teachers including but not limited to structured portfolio review, student work, unit plan, student assessments, surveys, professional growth goals and school improvement goals.
6. Use of State-approved locally selected measures of student achievement used to evaluate teachers.
7. Use of the Statewide Instructional Reporting System (SIRS).
8. The scoring methodology used to evaluate a teacher.
9. Specific considerations in evaluating teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).

Upon completion of the above mentioned professional development District Administrators will be certified or re-certified by the Superintendent of Schools.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

Page 1

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

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(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)/course(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
N/A		

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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 Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 02, 2013

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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 growth 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
K - 5	(d) measures used by district for teacher evaluation	NYS Science -4 Assessment
6-8	(d) measures used by district for teacher evaluation	NYS Science-8 Assessment
9-12	(f) % of students with advanced Regents or honors	Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades in the 4-year cohort of students graduating in the current year

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For K – 5 & 6-8 the Assessments (NYS Science-4 and NYS Science-8) will be rigorous, comparable across classrooms and the same assessment will be used for the grade level / subject area. Based on historical data, a collectively bargained achievement target was set.</p> <p>Highly Effective (85 – 100% of the school’s students reach the achievement target of Level 3)</p> <p>Effective (70 – 84% of the school’s students reach the achievement target of Level 3)</p> <p>Developing (55– 69% of the school’s students reach the achievement target of Level 3)</p> <p>Ineffective (0 - 54% of the school’s students reach the</p>
--	---

achievement target of Level 3)

For 9-12 the Percentage of students (4-Year Cohort) who earn a Regents diploma with advanced designation for principals employed in a school with high school grades.
Highly Effective (71 – 100% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)
Effective (55 – 70% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)
Developing (30– 54% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)
Ineffective (0 - 29% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)

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

Highly Effective (85 – 100% of the school’s students reach the achievement target of Level 3)
Highly Effective (71 – 100% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)

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

Effective (70 – 84% of the school’s students reach the achievement target of Level 3)
Effective (55 – 70% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)

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

Developing (55– 69% of the school’s students reach the achievement target of Level 3)
Developing (30– 54% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)

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

Ineffective (0 - 54% of the school’s students reach the achievement target of Level 3)
Ineffective (0 - 29% Percentage of students who earn a Regents diploma with advanced designation for principals employed in a school with high school grades)

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/12190/587999-qBFVOWF7fC/Principallocallyselected points_1.doc

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

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.

No Controls

8.4) Principals with More Than One Locally Selected Measure

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

N/A

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check

8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, September 16, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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 Commissioner's Regulations require that at least thirty-one (31) out of the sixty (60) points is to be based on a broad assessment of the principal's leadership and management actions, by the building principal's supervisor or a trained, independent evaluator. This assessment shall incorporate at least two school visits by the Assistant Superintendent for Elementary Education or the Assistant Superintendent for Secondary Education, at least one of which will be unannounced. Individual visitations will not be scored, the MPPR will be used to provide feedback on the visitation and recorded as evidence for the completion of the summative evaluation (60-points). The final HEDI score will be based on all of the evidence collected over the course of multiple school visits. Other sources of evidence including review of school documents, records, state accountability processes; and/or other locally-determined sources will be used to further evaluate the remaining ISLLC Standards.

The LCI Multidimensional Principal Performance Rubric uses the ISLLC Standards for School Leaders provide a blueprint for making a difference in fundamental areas of school leadership. This tool will be used for 60 points of the sub-category.

ISLLC Standards

Standard 1: The Vision of Learning

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: The Culture of Teaching and Learning

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: The Management of Learning

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Relationships with the Broader Community to Foster Learning

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Integrity, Fairness, and Ethics in Learning

A school administrator is an educational leader who promotes the success of all students by acting with integrity, with fairness, and in

an ethical manner.

Standard 6: The Political, Social, Economic, Legal, and Cultural Context of Learning

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

According to NYSED, there are to be no decimals reported for any of the subcomponent scores as the overall composite scores set forth in the Commissioner's regulations uses whole numbers. For ease of practice, any calculations that may result in decimals will be rounded to the nearest whole number. However, rounding will not result in a principal moving from one HEDI rating category to another.

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

assets/survey-uploads/5143/132093-pMADJ4gk6R/Principal60pointsothermeasures_1.xls

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

Highly Effective: Overall performance and results exceed standards.	The Principal's performance exceeds District Standards and Expectations as measured by the Multidimensional Principal's Performance Rubric.
Effective: Overall performance and results meet standards.	The Principal's performance meets District Standards and Expectations as measured by the Multidimensional Principal's Performance Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	The Principal's performance is approaching District Standards and Expectations as measured by the Multidimensional Principal's Performance Rubric.
Ineffective: Overall performance and results do not meet standards.	The Principal's performance is below District Standards and Expectations as measured by the Multidimensional Principal's Performance Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	53-60
Effective	41-52
Developing	31-40
Ineffective	0-30

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	0

By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 09, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

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

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

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

Highly Effective	53-60
Effective	41-52
Developing	31-40
Ineffective	0-30

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, September 12, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

[assets/survey-uploads/5276/132570-Df0w3Xx5v6/PIP_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Annual Professional Performance Review (APPR) Appeal Procedure

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for Principals, as well as the issuance and implementation of improvement plans for building principals whose performance is assessed as either developing or ineffective. To the extent that a Principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.

The parties agree that all appeals will be timely and expeditious in accordance with Education Law Section 3012-c.

The parties agree that as to the appeals procedure referred to in Education Law Section 3012-c, the following constitute compliance with the statute and shall be incorporated into the APPR plan:

a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing. Principals may submit written rebuttals of determinations of “Effective” and “Highly Effective” but may not appeal such ratings.

b. Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

(1) Substance of the evaluation;

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

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

(4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

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

c. Within ten (10) business days of the receipt of the final annual evaluation providing a total composite rating as set forth in Subparagraph (a) above or the PIP, a principal may appeal the annual evaluation to the Superintendent of Schools. The appeal shall be in writing and shall articulate in detail the basis of the appeal.

e. Any issue not raised in the written appeal shall be deemed waived.

f. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence and/or arguments submitted by the principal prior to rendering a decision. The Superintendent shall render her decision within ten (10) business days of receipt of the appeal. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal’s appeal.

g. Within ten (10) business days a building principal who receives two consecutive ratings of “Ineffective” will be afforded the right to appeal the second “Ineffective” evaluation directly to a hearing panel. The hearing panel will be comprised of one representative from the District, one from the Association, and will be chaired by a mutually agreed upon retired administrator. The hearing panel shall make a written recommendation to the Superintendent of schools within ten (10) business days from the conclusion of the hearing that may uphold, rescind, modify, revise the evaluation, or set aside the rating, and/or call for a new review conducted by a trained non-bargaining unit administrator other than the original evaluator. The Superintendent of schools within ten (10) business days from receipt of the panel's recommendation shall issue a final determination.

h. The cost of the chair will be borne equal between the Association and the District.

i. The hearing panel will hear the building principal appeal no later than thirty (30) business days from the date of the final evaluation that resulted in the consecutive “ineffective” rating.

j. No appeal other than the second consecutive “ineffective” will be heard before the hearing panel. All other appeals will end with the Superintendent. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation or the appeal determinations, during any proceeding pursuant to Education Law Section 3020-a.

k. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A Principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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.

During each school year the Half Hollow Hills Central School District will certify (2-days of training) and/or re-certify (1-day of training) Central Office Administrators and ensure inter-rater reliability by providing training in the following areas:

1. The New York State Teaching Standards and their related elements and performance indicators. Including a crosswalk between the Leadership Standards and the Multidimensional Principals Performance Rubric.
2. Evidence-based observation techniques that are grounded in the research supporting the Framework for Teaching and the Multidimensional Principals Performance Rubric..
3. Application and use of the student growth percentile model and the value-added growth model as described in the New York State Education Department's regulations.
4. Application and use of the Multidimensional Principals Performance Rubric., including training on the effective application of the rubric to observe a Principal's practice.
5. Use of any other assessment tools to evaluate classroom teachers including but not limited to structured portfolio review, student work, unit plan, student assessments, surveys, professional growth goals and school improvement goals.
6. Use of State-approved locally selected measures of student achievement used to evaluate teachers/principals.
7. Use of the Statewide Instructional Reporting System (SIRS).
8. The scoring methodology used to evaluate a principal.
9. Specific considerations in evaluating teachers of English Language Learners (ELLs) and Students with Disabilities (SWDs).

Upon completion of the above mentioned professional development Central Office Administrators will be certified or re-certified by the Superintendent of Schools.

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, October 08, 2013

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/12158/588003-3Uqgn5g9Iu/DOC100813.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.

Teacher Points for Task 2

2.2 & 2.3

Grades K-2 Points will be provided by NYSED based upon School-wide Growth Scores on NYS Assessments (ELA 4 & 5, and Math 4 & 5) using the average of teacher state scores in grades 4-5.

2.2 & 2.3

Grade-3

Points	Results	HEDI
20	90-100%	Highly Effective
19	86-89%	Highly Effective
18	74-85%	Highly Effective
17	60-73%	Effective
16	55-59%	Effective
15	54%	Effective
14	50-53%	Effective
13	46-49%	Effective
12	42-45%	Effective
11	40-41%	Effective
10	38-39%	Effective
9	36-37%	Effective
8	34-35%	Developing
7	33%	Developing
6	32%	Developing
5	31%	Developing
4	30%	Developing
3	28-29%	Developing
2	25-27%	Ineffective
1	21-24%	Ineffective
0	0-20%	Ineffective

2.4, 2.5, 2.6, 2.7, 2.8, 2.9 & 2.10

Points	Results	HEDI
20	95-100%	Highly Effective
19	90-94%	Highly Effective
18	85-89%	Highly Effective
17	82-84%	Effective
16	77-81%	Effective
15	75-76%	Effective
14	73-74%	Effective
13	71-72%	Effective
12	69-70%	Effective
11	67-68%	Effective
10	65-66%	Effective
9	63-64%	Effective
8	60-62%	Developing
7	57-59%	Developing
6	54-56%	Developing
5	51-53%	Developing
4	49-50%	Developing
3	46-48%	Developing
2	43-45%	Ineffective
1	40-42%	Ineffective
0	Below 40%	Ineffective

2.10 Other Courses Using School-wide ELA or Math 4-8

Points will be provided by NYSED based upon School-wide Growth Scores on NYS Assessments (ELA 4 & 5, ELA 6-8 and Math 4 & 5, Math 6-8) using the average of teacher state scores.

*All school-wide growth scores include all scores of students taking the assessment in the teacher's school building.

Conversion Chart for State Provided Growth Scores

	20 pt. conversion	15 pt. conversion	
Highly Effective	25	20	15
	24	20	15
	23	19	14
	22	18	14
Effective	21	17	13
	20	17	13
	19	16	12
	18	16	12
	17	15	11
	16	15	11
	15	14	10
	14	13	10
	13	12	9
	12	11	9
Developing	11	10	8
	10	9	8
	9	8	7
	8	8	7
	7	7	6
	6	6	6

	5	5	5
	4	4	4
	3	3	3
Ineffective	2	2	2
	1	1	1
	0	0	0

Conversion Chart for State Provided Growth Scores

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

Teacher Points 3.4 /3.5

NWEA Z-Score to APPR Translation		
Greater or Equal to	Less Than	APPR Score
1.1	N/A	20
0.9	1.1	19
0.7	0.9	18
0.5	0.7	17
0.3	0.5	16
0.1	0.3	15
-0.1	0.1	14
-0.3	-0.1	13
-0.5	-0.3	12
-0.7	-0.5	11
-0.9	-0.7	10
-1.1	-0.9	9
-1.3	-1.1	8
-1.5	-1.3	7
-1.7	-1.5	6
-1.9	-1.7	5
-2.1	-1.9	4
-2.3	-2.1	3
-2.5	-2.3	2
-2.7	-2.5	1
N/A	-2.7	0

Teacher Points 3.6 - 3.12

Points	Results	HEDI
20	95-100%	Highly Effective
19	90-94%	Highly Effective
18	85-89%	Highly Effective
17	82-84%	Effective
16	77-81%	Effective
15	75-76%	Effective
14	73-74%	Effective
13	71-72%	Effective
12	69-70%	Effective
11	67-68%	Effective
10	65-66%	Effective
9	63-64%	Effective
8	60-62%	Developing
7	57-59%	Developing
6	54-56%	Developing
5	51-53%	Developing
4	49-50%	Developing
3	46-48%	Developing
2	43-45%	Ineffective
1	40-42%	Ineffective
0	Below 40%	Ineffective

Conversion Chart for State Provided Growth Scores

		20 pt. conversion	15 pt. conversion
Highly Effective	25	20	15
	24	20	15
	23	19	14
	22	18	14
Effective	21	17	13
	20	17	13
	19	16	12
	18	16	12
	17	15	11
	16	15	11
	15	14	10
	14	13	10
	13	12	9
	12	11	9
Developing	11	10	8
	10	9	8
	9	8	7
	8	8	7
	7	7	6

	6	6	6
	5	5	5
	4	4	4
	3	3	3
Ineffective	2	2	2
	1	1	1
	0	0	0

Domain-1	Planning & Preparation (15-Points)	Points	Highly Effective	Effective	Developing	Ineffective
1a	Demonstrating Knowledge of Content & Pedagogy	3	3	2.75	2	0
1b	Demonstrating Knowledge of Students	3	3	2.75	2	0
1c	Setting Instructional Objectives	3	3	2.75	2	0
1d	Demonstrating Knowledge of Resources	2	2	1.75	1	0
1e	Designing Coherent Instruction	2	2	1.75	1	0
1f	Designing Student Assessments	2	2	1.75	1	0
Domain-2	The Classroom Environment (15-Points)					
2a	Creating an Environment of Respect & Rapport	3	3	2.75	2	0
2b	Establishing a Culture for Learning	3	3	2.75	2	0
2c	Managing Classroom Procedures	3	3	2.75	2	0
2d	Managing Student Behavior	3	3	2.75	2	0
2e	Organizing Physical Space	3	3	2.75	2	0
Domain-3	Instruction (20-Points)					
3a	Communicating with Students	4	4	3.75	3	0
3b	Using Questioning & Discussion Techniques	4	4	3.75	3	0
3c	Engaging Students in Learning	4	4	3.75	3	0
3d	Using Assessment in Instruction	4	4	3.75	3	0
3e	Demonstrating Flexibility & Responsiveness	4	4	3.75	3	0
Domain-4	Professional Responsibilities (10-Points)					
4a	Reflecting on Teaching	2	2	1.75	1	0
4b	Maintaining Accurate Records	1.5	1.5	1.25	1	0
4c	Communicating with Families	1.5	1.5	1.25	1	0
4d	Participating in a Professional Community	1.5	1.5	1.25	1	0
4e	Growing & Developing Professionally	1.5	1.5	1.25	1	0
4f	Showing Professionalism	2	2	1.75	1	0
Total Points		60	60	54.5	40	0

Half Hollow Hills Central School District

Teacher Improvement Plan			
Teacher:		School:	
Department:		Grade:	
Status (Probationary or Tenured)		Overall Rating: (Developing or Ineffective)	
(1) What does the teacher need to change?			
(2) What evidence will demonstrate that the teacher has changed?			
(3) What is the time frame in which the change must occur?			
(4) Are there intermediate benchmarks that will indicate progress? If so, when should these occur?			
(5) Recommendations, requirements, and/or suggestions provided to the teacher in order to facilitate change:			
(6) Resources, guidance, follow-up provided to (or planned for) the teacher:			

Teacher Improvement Plan - The teacher improvement plan (TIP) is a structured plan designed to identify specific concerns and address these concerns to assist a teacher to work to his/her fullest potential.

- a. Upon rating a teacher as “developing” or “ineffective” through the annual APPR, the District shall develop and commence implementation of a teacher improvement plan (TIP) for such teacher.
- b. The TIP shall be implemented no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year following the school year for which the teacher’s performance is being measured. An initial conference will be held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.
- c. The TIP shall define specific areas that need improvement, evidence that will demonstrate improvement, a specific period of time for achieving improvement, and the manner in which improvement will be assessed, including any benchmarks that will indicate progress.
- d. The TIP shall clearly describe any professional learning activities that the teacher must complete. These activities shall be connected directly to the areas needing improvement.
- e. The TIP shall clearly describe any artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan.
- f. The evaluator(s) shall clearly state in the TIP the additional resources, guidance, and support and assistance that the educator will receive.
- g. If the teacher is rated as “developing” or “ineffective” for any school year in which a TIP was in effect, a new plan will be developed according to these guidelines for the subsequent school year.

Principal's Locally Selected Points 8.1

Principals K-8 (15)		
Points	Results	HEDI
15	93-100%	Highly Effective
14	85-92%	Highly Effective
13	80-84%	Effective
12	77-79%	Effective
11	74-76%	Effective
10	72-73%	Effective
9	71%	Effective
8	70%	Effective
7	66-69%	Developing
6	64-65%	Developing
5	60-63%	Developing
4	58-59%	Developing
3	55-57%	Developing
2	53-54%	Ineffective
1	50-52%	Ineffective
0	Below 50%	Ineffective

Principals 9-12 (15)		
Points	Results	HEDI
15	75-100%	Highly Effective
14	71-74%	Highly Effective
13	65-70%	Effective
12	60-64%	Effective
11	58-59%	Effective
10	57%	Effective
9	56%	Effective
8	55%	Effective
7	50-54%	Developing
6	45-49%	Developing
5	40-44%	Developing
4	35-39%	Developing
3	30-34%	Developing
2	25-29%	Ineffective
1	20-24%	Ineffective
0	Below 20%	Ineffective

Principals K-8 (20)		
Points	Results	HEDI
20	95-100%	Highly Effective
19	90-94%	Highly Effective
18	85-89%	Highly Effective
17	82-84%	Effective
16	77-81%	Effective
15	76%	Effective
14	75%	Effective
13	74%	Effective
12	73%	Effective
11	72%	Effective
10	71%	Effective
9	70%	Effective
8	68-69%	Developing
7	66-67%	Developing
6	64-65%	Developing
5	60-63%	Developing
4	58-59%	Developing
3	55-57%	Developing
2	53-54%	Ineffective
1	50-52%	Ineffective
0	Below 50%	Ineffective

Principals 9-12 (20)		
Points	Results	HEDI
20	95-100%	Highly Effective
19	90-94%	Highly Effective
18	71-89%	Highly Effective
17	68-70%	Effective
16	66-67%	Effective
15	65%	Effective
14	64%	Effective
13	63%	Effective
12	61-62%	Effective
11	59-60%	Effective
10	57-58%	Effective
9	55-56%	Effective
8	53-54%	Developing
7	50-52%	Developing
6	45-49%	Developing
5	40-44%	Developing
4	35-39%	Developing
3	30-34%	Developing

2	25-29%	Ineffective
1	20-24%	Ineffective
0	Below 20%	Ineffective

	Highly Effective	Effective	Developing	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	2	1.5	1	0
b. Sustainability	2	1.5	1	0
Evaluation of School Records, Artifacts, and Written Attainment of Progress	6	5.5	3	0
Domain 2: School Culture & Instructional Program				
a. Culture	3	2.75	2	0
b. Instructional Program	3	2.75	2	0
c. Capacity Building	3	2.75	2	0
d. Sustainability	3	2.75	2	0
e. Strategic Planning Process	3	2.75	2	0
Evaluation of School Records, Artifacts, and Written Attainment of Progress	6	5.5	3	0
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	1	0.75	0.5	0
b. Culture	2	1.75	1	0
c. Sustainability	1	0.75	0.5	0
d. Instructional Program	2	1.75	1	0
Evaluation of School Records, Artifacts, and Written Attainment of Progress	4	3.5	2	0
Domain 4: Community				
a. Strategic Planning Process: Inquiry	2	1.5	1	0
b. Culture	1	0.75	0.5	0
c. Sustainability	1	0.75	0.5	0
Evaluation of School Records, Artifacts, and Written Attainment of Progress	4	3.5	2	0
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2	1.5	1	0
b. Culture	2	1.5	1	0
Evaluation of School Records, Artifacts, and Written Attainment of Progress	2	1.5	1	0
Domain 6: Political, Social, Economic,				

Legal & Cultural Context				
a. Sustainability	1	0.75	0.5	0
b. Culture	2	1.5	1	0
Evaluation of School Records, Artifacts, and Written Attainment of Progress	2	1.5	1	0
Total Points	60	51	32.5	0

Half Hollow Hills Central School District

Principal Improvement Plan			
Principal:		School:	
Department:		Grade:	
Status (Probationary or Tenured)		Overall Rating: (Developing or Ineffective)	
(1) What does the Principal need to change?			
(2) What evidence will demonstrate that the Principal has changed?			
(3) What is the time frame in which the change must occur?			
(4) Are there intermediate benchmarks that will indicate progress? If so, when should these occur?			
(5) Recommendations, requirements, and/or suggestions provided to the Principal in order to facilitate change:			
(6) Resources, guidance, follow-up provided to (or planned for) the Principal:			

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

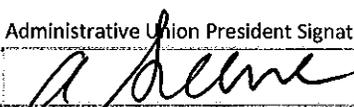
Superintendent Signature: Date:

 10/8/13

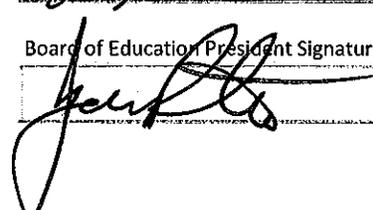
Teachers/Union President Signature: Date:

 10/8/2013

Administrative Union President Signature: Date:

 10-8-13

Board of Education President Signature: Date:

 10-8-13