



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

Commissioner of Education
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August 30, 2013

Revised

John Bierwirth, Superintendent
Herricks Union Free School District
999B Herricks Rd.
New Hyde Park, NY 11040

Dear Superintendent Bierwirth:

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: Dr. 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 Thursday, May 16, 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 : 280409030000

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

280409030000

1.2) School District Name: HERRICKS UFSD

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

HERRICKS UFSD

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 Thursday, August 29, 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 Grades 4-5 ELA assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 ELA assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 ELA assessments

	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers in grades K-2 will receive HEDI scores based on the growth of all students school-wide in Grades 4 and 5 in their building on the NYS ELA as per the performance levels described below.</p> <p>HEDI points will be assigned using the conversion chart in 2.11.</p> <p>Teachers in Grade 3 will be measured on the basis of the percentage of their students meeting or exceeding the classwide growth target on the NYS Grade 3 ELA assessment as per the performance levels below.</p> <p>HEDI points will be assigned using the conversion chart in 2.11.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% or more of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-89% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-79% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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 Grades 4-5 Math assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 Math assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 Math assessments
	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers in grades K-2 will receive HEDI scores based on the growth of all students school-wide in Grades 4 and 5 in their building on the NYS Math assessment as per the performance levels described below.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Teachers in Grade 3 will be measured on the basis of the percentage of their students meeting or exceeding the classwide growth target on the NYS Grade 3 Math assessment as per the performance levels below.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>HEDI points will be assigned using the conversion chart in 2.11.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>90% or more of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>80-89% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>65-79% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Less than 65% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Herricks developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Herricks 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.	Teachers will be measured on the basis of growth on the part of students in their class(es) on the assessments listed above as per the performance levels described below. Teachers with multiple science classes will receive a HEDI score which is weighted proportionately based on the number of students in each SLO. HEDI points will be assigned using the conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% or more of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	80-89% of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-79% of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	Herricks developed Grade 6 Social Studies assessment

7	District, regional or BOCES-developed assessment	Herricks developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Herricks 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.	Teachers will be measured on the basis of growth on the part of students in their class(es) on the assessments listed above as per the performance levels described below. Teachers with multiple social studies classes will receive a HEDI score which is weighted proportionately based on the number of students in each SLO. HEDI points will be assigned using the conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% or more of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of students meet or exceed the identified classwide growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	School-/BOCES-wide group/team results based on State assessments	NYS Global 2 Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers of students in Global 1 will receive HEDI scores on the basis of the performance of all students schoolwide in Grade 10 Global 2 as per the performance levels described below.</p> <p>HEDI points will be assigned using the conversion chart in 2.11.</p> <p>Teachers of students in Global 2 and American History will receive HEDI scores based upon the percentage of students meeting or exceeding the classwide growth targets in the class(es) they teach as per the performance levels below.</p> <p>Teachers with multiple sections will receive a score weighted proportionately based on the number of students in each SLO.</p> <p>HEDI points will be assigned using the conversion chart in 2.11</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% or more of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the

Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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.

Teachers of students in the courses listed above will receive HEDI scores on the basis of the percentage of students in their class(es) who meet or exceed the classwide growth target. Teachers of multiple sections will receive a score weighted proportionately based on the number of students in each SLO.

HEDI points will be assigned using the conversion chart in 2.11.

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

90% or more of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

80-89% of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to

instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

65-79% of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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.

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.

Herricks will be using both the NYS Common Core Algebra Regents and the NYS integrated Algebra Regents, and teachers will use the higher score of the two assessments to receive a HEDI score based on the percentage of their students who meet or exceed the classwide growth target. Teachers of Algebra 2 and Geometry will receive HEDI scores based on the percentage of students in their classes meeting or exceeding the classwide growth target. Teachers with multiple sections will receive a score weighted proportionately based on the number of students in each SLO.

	HEDI points will be assigned using the conversion chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% or more of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District goals for similar students.	80-89% of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District goals for similar students.	65-79% of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of students classwide meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents assessment

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>Teachers of students in Grades 9-10 ELA will receive HEDI scores based on the performance of all of the students school-wide in Grade 11 Regents English as per the performance levels below. Teachers of Grade 11 ELA classes will receive HEDI scores based on the percentage of the students in their classes who meet or exceed the classwide growth target. Teachers with multiple classes will receive a score weighted proportionately based on the number of students in each SLO. HEDI points will be assigned using the conversion chart in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>90% or more of students---school-wide for Grades 9 and 10 and classwide for Grade 11-- meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>80-89% of students ---school-wide for Grades 9 and 10 and classwide for Grade 11-- meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>65-79% of students---school-wide for Grades 9 and 10 and classwide for Grade 11-- meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 65% of students---school-wide for Grades 9 and 10 and classwide for Grade 11-- meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</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
Art K-5	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA assessments
Music K-5	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA assessments
PE K-5	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA assessments
Reading K-5 and all other K-5 not named above	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA assessments
special education teachers in Grades K-5 not teaching self-contained special ed. classes	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA assessments
special education teachers K-5 teaching self contained special ed classes	State Assessment	NYSAA and all other grade specific NYS ELA and Math assessments given in the classroom.
ELL K-5	School/BOCES-wide/group/team results based on State	NYS Grades 4-5 ELA assessments
Art 6-8	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA assessments
Music 6-8	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA assessments
PE 6-8	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA assessments
ELL 6-8	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA assessments
World Languages (other than English) 6-8 and all others in Grades 6-8 not specified above	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA assessments
Special education teachers in Grades 6-8 teaching self contained special ed classes	State Assessment	NYSAA and all other grade specific NYS ELA and Math assessments given in the classroom
Technology and Home Economics 6-8	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA assessments
Special Education teachers in Grades 6-8 not teaching self contained special ed classes	School/BOCES-wide/group/team results based on State	NYS Grades 6-8 ELA assessments
Art 9-12	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents assessment

Music 9-12	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents assessment
PE 9-12 and all other teachers in Grades 9-12 not named above or specifically named in prior sections covering Regents courses	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents assessment
Special Ed teachers 9-12 not teaching in self contained special ed classes	School/BOCES-wide/group/team results based on State	Comprehensive NYS English Regents assessment
Special education teachers in Grades 9-12 teaching self contained special ed classes	State Assessment	NYSAA and all other grade specific NYS assessment(s) given in the classroom

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers for whom the assessment listed above is Grades 4-5 ELA will receive a HEDI score based upon the performance of students school-wide in their building in Grades 4 and 5 on the NYS ELA as per the performance levels described below.</p> <p>Teachers whose assessment listed above is NYS Grades 6-8 ELA will receive a HEDI score as per the combined performance levels listed below for all students school-wide in each of the three grades.</p> <p>Teachers whose assessment listed above is NYS English Regents will receive HEDI scores based on the performance of all students school-wide in Grade 11 as per the performance levels described below.</p> <p>ALL ELL teachers participate in pull-out or push-in programs, and their HEDI scores will be determined based upon the performance of students as indicated in the chart above.</p> <p>Special Education teachers who do not receive a State calculated growth score and whose students take the NYSAA will receive a HEDI score based on the percentage of their students meeting or exceeding their individual growth targets based on the NYSAA and NYS ELA and NYS Math scores . These teachers will set SLO's using the NYSAA, NYS ELA and NYS Math assessments where applicable.</p> <p>HEDI points will be assigned using the conversion chart in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>90% or more of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>80-89% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the</p>

appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

65-79% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students meet or exceed the identified growth target. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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/12186/506317-TXEttx9bQW/APPR SLO Planning_REV 8-29-13.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.

Our overarching approach to this work is to be able to answer the question, "Does each individual student have an appropriate degree of readiness to take on their next level of learning which will lead to college readiness by the time of graduation?" in the affirmative for every student. We will be setting different targets for each of the following groups:

1. Student who are learning English (ELLs)
2. Student with disabilities (SWD)

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

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

<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 3.3, below.</p>	<p>Teachers of students in Grades 4-5 will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grades 4-5 in their building on the assessment listed above.</p> <p>Teachers of students in Grades 6,7,8 will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grades 6,7,8 in their building on the assessment listed above.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.3</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary</p>

to produce results.

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(ii) School wide measure computed locally	Measure of Academic Progress Math
5	6(ii) School wide measure computed locally	Measure of Academic Progress Math
6	6(ii) School wide measure computed locally	Measure of Academic Progress Math
7	6(ii) School wide measure computed locally	Measure of Academic Progress Math
8	6(ii) School wide measure computed locally	Measure of Academic Progress Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers of students in Grades 4-5 will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grades 4-5 in their building on the assessment listed above. Teachers of students in Grades 6,7,8 will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grades 6,7,8 in their building on the assessment listed above. HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives,

fairness, balance with other targets and the time/effort necessary to produce results.

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

65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	6(ii) School-wide measure computed locally	AIMSWEB
1	6(ii) School-wide measure computed locally	AIMSWEB
2	6(ii) School-wide measure computed locally	AIMSWEB
3	6(ii) School-wide measure computed locally	Measures of Academic Progress ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of students in Grades K-2 will receive HEDI as per the performance descriptions below based upon the achievement of all students school-wide in their building on AIMSWEB in Grade 2.
	Teachers of students in Grade 3 will receive HEDI scores as per

the performance descriptions listed below based on the achievement of all students school-wide in their building in Grades 4-5 on the Measures of Academic Progress.

HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13

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

90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	6(ii) School-wide measure computed locally	Measures of Academic Progress Math
1	6(ii) School-wide measure computed locally	Measures of Academic Progress Math
2	6(ii) School-wide measure computed locally	Measures of Academic Progress Math
3	6(ii) School-wide measure computed locally	Measures of Academic Progress Math

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

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

<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>Teachers of students in Grades K-3 will receive HEDI scores as per the performance descriptions listed below based on the achievement of all students school-wide in their building in Grades 4-5 on the Measures of Academic Progress.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13</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>90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA, Math)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of students in science in Grades 6,7,8 will receive HEDI scores as per the performance descriptions below based upon the achievement of students school-wide on the Measures of Academic Progress in ELA and Math on a school-wide basis. HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives,

fairness, balance with other targets and the time/effort necessary to produce results.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.	Teachers of students in social studies in Grades 6,7,8 will receive HEDI scores as per the performance descriptions below based upon the achievement of students on the Measures of Academic Progress in ELA on a school-wide basis. T HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent

before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment
American History	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment

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

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

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

Teachers of students in the classes listed above will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grade 11 on the NYS Comprehensive Regents English assessment.

HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13

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

90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent

	before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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 Comprehensive Regents English assessment
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment
Physics	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment

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

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

<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>Teachers of students in the classes listed above will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grade 11 on the NYS Comprehensive Regents English assessment.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13</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>90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>

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 Comprehensive Regents English assessment
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of students in the classes listed above will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grade 11 on the NYS Comprehensive Regents English assessment. HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review

relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive Regents English assessment

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

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

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

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

Teachers of students in the classes listed above will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grade 11 on the NYS Comprehensive Regents English assessment.

HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13

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>Teachers of students in all K-5 classes not covered in 3.1, 3.2, 3.4 or 3.5 will receive HEDI scores as per the performance descriptions listed below based on the achievement of all students school-wide in Grades 4-5 in ELA and Math in their building.</p> <p>Teachers of students in classes in Grades 6-8 not covered in 3.1,3.2,3.6 or 3.7 will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grades 6,7,8 on the Measures of Academic Progress in ELA and math.</p> <p>Teachers of students in the classes Grades 9-12 not covered in 3.8, 3,9, 3.10 or 3.11 will receive HEDI scores as per the performance descriptions below based on the achievement of all students school-wide in Grade 11 on the NYS Comprehensive Regents English assessment.</p> <p>HEDI points will be assigned based on the percentage of students meeting or exceeding targets using the conversion chart in 3.13</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>90% or more of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-89% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-79% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the</p>

Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

Less than 65% of students school-wide meet or exceed the achievement target determined in the local assessment. Targets will be set collaboratively by the teacher(s) and the appropriate administrator (department chair or principal) after they review relevant baseline data. All targets will be reviewed by the Assistant Superintendent for Instruction and the Superintendent before final approval for relevance to instructional objectives, fairness, balance with other targets and the time/effort necessary to produce results.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/506318-y92vNseFa4/APPR Locally Selected Assessments_HEIDI Scoring Bands_8-29-13.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 response)

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 the event a teacher is required to use multiple locally-selected measures, we will determine a HEDI point value for each locally-selected measure separately. The final score will be a simple mathematical average.

We will use traditional rounding rules to make a whole number. In no case will rounding cause an individual to move between HEDI bands.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.

Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

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.

Two thirds of the points for "other measures" will be for observations. One third will be for professional artifacts.

The District negotiated procedures for conducting and scoring observations using the Danielson state approved rubric. The District also negotiated the levels of performance on the rubric against the HEDI scale. The two observations are worth up to 40 points.

A list of acceptable artifacts, all of which must be clearly and explicitly described in terms of their relation to the improvement of classroom instruction at the time of submission, is also attached. These are worth up to 20 points.

The total for the two will yield the score from 0-60 for "other measures".

The calculations are to be done as follows:

Observations – Each domain will be rated on a 1-4 scale using the Danielson rubric (1=ineffective, 2=developing, 3=effective, 4=highly effective) for each observation. Each domain is worth 25% of each observation. This will yield a total of 8 scores. These will be added and then the total divided by 8 yielding an average score. Using the conversion chart attached, the average 1-4 score will be converted to points (0-40). See attached charts.

Professional artifacts – All artifacts will be rated on a 1-4 scale using Danielson domain 4 rubrics (1=ineffective, 2=developing, 3=effective, 4=highly effective). Teachers are required to submit 10 artifacts. The scores for each artifact will be added and the total divided by 10. The average rubric score will be converted to points (0-20) using the conversion chart attached.

The process is transparent and all information will be made available to those being rated before the start of each school year.

Normal rules for rounding to whole numbers will apply. In no case will an individual move from one category to another as a result of rounding. Rubric scores indicated on the chart are the minimum scores necessary to achieve the corresponding HEDI point values.

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

assets/survey-uploads/12179/506319-eka9yMJ855/APPR Docs_Rev 2.pdf #3.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Based upon the Danielson rubric and the quality of artifacts submitted by teachers, teachers whose overall performance and results exceed NYS Teaching Standards will receive between 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Based upon the Danielson rubric and the quality of artifacts submitted by teachers, teachers whose overall performance and results meet NYS Teaching Standards will receive between 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based upon the Danielson rubric and the quality of the artifacts submitted by teachers, teachers whose overall performance and results need improvement in order to reach NYS Teaching Standards will receive scores between 50-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based upon the Danielson rubric and the quality of artifacts submitted by teachers, teachers whose performance does not meet NYS Teaching Standards will receive scores between 0-49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Thursday, July 25, 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/123898-Df0w3Xx5v6/Teacher Improvement Plan (TIP) Process_REV.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeal Process

WHEREAS, Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as ineffective; and

WHEREAS, consistent with the aforementioned law, the parties have entered into negotiations to implement an appeals process in the event that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system; and

WHEREAS, the appeal procedure set forth herein is intended to address a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.

The parties hereby agree as follows:

1. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be available only to tenured teachers who are rated as ineffective or developing. Appeals of teacher improvement plans will be available only to tenured teachers.

2. WHAT MAY BE CHALLENGED IN AN APPEAL

Appeals will be limited to the following subjects:

- (1) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the District's issuance and/or implementation of the terms of a teacher improvement plan under Education Law §3012-c.

3. PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

4. BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

5. TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 12 calendar days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, an appeal must be filed within 12 calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right of appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

6. DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.

7. DECISION

A written decision on the merits of the appeal shall be rendered no later than 12 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the rating will be modified accordingly. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

8. EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

Except as provided for in paragraph 6 hereof, the 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance or judicial procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law, and the appeal shall be final and not subject to further review.

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.

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete all teacher evaluations for APPR purposes. Evaluator training will replicate the recommended State Education Department model certification process incorporating the Regulations enacted to implement Education Law Section 3012-c. The training will include the following areas:

1. New York State Teaching Standards and ISSLC Standards

Multiple meetings for all Herricks administrators to review and discuss. Follow-up discussions of all administrators will be conducted each school year to resolve any differences of perspective and to ensure inter-rater reliability. Training will be provided a minimum of once per year.

2. Evidence-Based Observation and

3. Application and Use of State Approved Teacher Rubric (Danielson 2007)

All Herricks administrators took the full 29 hour Teachscape training. Initial certification in Danielson through passing Teachscape assessment at end of training. Passage assured full inter-rater reliability among Herricks administrators and between Herricks administrators and Danielson experts. Small group and whole group meetings of administrators during the course of each school year to discuss implementation and resolve differences of perspective to further ensure faithful implementation of model and inter-rater reliability.

To further increase both fairness and reliability, the superintendent and assistant superintendent for instruction will observe principals observing teachers. The evaluation and coaching of teachers is one of a principal's most important responsibilities. This will be reinforced with direct participation in using the Danielson framework in observations and in pre and post conferences.

A number of teachers equal to the number of administrators also received the 29 hour Teachscape training. They are able to act as a resource and can ensure both fairness and reliability.

4. Application and Use of Student Growth Percentile and Value Added Growth Model Data

The Herricks superintendent was a member of the Statewide APPR task force and, specifically, of the metrics workgroup. Periodic workshops on the model for all administrators were conducted during the year as the model was being developed using the materials presented by SED to the Board of Regents and the metrics workgroup.

The Superintendent also took note of the experiences of Los Angeles, Washington DC and New York City and learned from officials in all three districts about their experience in trying to explain growth and value-added models to both administrators and teachers.

Materials produced by the State Education department were used to provide training and information sessions for both teachers and

administrators in Herricks during the year. Training sessions will be held in each building each year.

Once a value-added model is approved, workshops will be held throughout the District using SED developed materials.

5. Application and Use of Assessment Tools Used to Evaluate Teachers and

6. Application and Use of State-Approved Locally Selected Measures of Student Achievement

Workshops and follow-up meetings were held throughout the district and in each building repeatedly during the year on the development of SLO's and locally selected assessments (LSA's). All teachers were given an opportunity to participate in the development of SLO's and LSA's covering their areas of instructional responsibility and will be afforded to same opportunity each year as necessary or appropriate.

As needed, outside consultants with expertise in specific areas will be used by Herricks at the discretion of the teachers and administrators closest to the instructional area under the overall direction of the assistant superintendent of instruction.

7. Use of the Statewide Instructional Report System

The District's Director of Information will attend all workshops conducted by Nassau BOCES. He will provide training and assistance to teachers and administrators.

8. Scoring Methodology Used to Evaluate Teachers and Principals

All staff will receive a full copy of the APPR Plan as submitted to the State, as well as any subsequent revisions required by the State in order to gain approval of the Herricks plan.

Specific workshops on scoring will be conducted by the District, the Herricks Teachers Association (HTA) and the Herricks Association of Administrators and Supervisors (HAAS).

9. Specific Considerations in Evaluating Teachers and Principals of English Language Learners (ELL's) and Students with Disabilities (SWD's)

Training for principals and teachers will be provided by the Director, Assistant Director and Middle and High School Special Education Department chairs on SWD's. The World Language Chair who is also responsible for the ELL program, or a person with similar expertise if she is unavailable, will provide similar training.

Lead evaluators will be re-certified annually based on training. Training will be sufficient to ensure inter-rater reliability before lead evaluators will be re-certified.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, May 16, 2013

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

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

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

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

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

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
NA		

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. 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.	Not applicable (NA)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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 Thursday, August 29, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of 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	AIMSWEB. Measures of Academic Progress (ELA,Math)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents

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>K-5 principals will receive a HEDI score based on the AIMSWEB, Measures of Academic Progress ELA and Measures of Academic Progress Math.</p> <p>The 6-8 principal will receive a HEDI score based on the Measures of Academic Progress ELA and Measures of Academic Progress Math</p> <p>The 9-12 principal will receive a HEDI score based on the Comprehensive Regents English assessment.</p> <p>HEDI points assigned using the conversion chart with task 8.1.</p> <p>ALL achievement targets for principals will be determined collaboratively between principals and the Superintendent</p>
--	--

and/or the Assistant Superintendent for Curriculum and Instruction. and approved by the Superintendent.

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

90% or more of students meet or exceed the identified achievement targets

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

80-89% of students meet or exceed the identified achievement targets

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

65-79% of students meet or exceed the identified achievement targets

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

less than 65% of students meet or exceed the identified achievement targets

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/12190/506323-qBFVOWF7fC/Local Assessment Scoring Bands_8-29.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
NA		
NA		
NA		

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

Our overarching approach to this work is to be able to answer the question, "Does each individual student have an appropriate degree of readiness to take on their next level of learning which will lead to college readiness by the time of graduation?" in the affirmative for every student. We will be setting different targets for each of the following groups:

1. Student who are learning English (ELLs)
2. Student with disabilities (SWD)

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.

The district's approach to Locally-selected measures for principals is based on the premise that the school principal is responsible and accountable for all teaching and learning in his/her respective school. Therefore, the principal's score for the locally-selected measures component will be a composite of student achievement on all locally-selected assessments used in a respective building as discussed collaboratively by and agreed to by the principal and the Superintendent and/or the Assistant Superintendent for Curriculum and Instruction. All measures will be weighted according to the number of students in each measure. All targets for principals will be collaboratively determined with the Superintendent.

Normal rounding rules will apply. In no case will rounding move an individual from one HEDI category to another.

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 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.

Values will add up to a total of 60 points. Each dimension has a given point value. each dimension point value will be added to achieve a point total for the whole MPPR 0-60

"Multidimensional Principal Performance Rubric"

Highly Effective (Highly Eff) Effective(Eff) Developing(devel) Ineffective(Ineff)

DOMAIN 1: Shared Vision of Learning 6 points total

a. Culture Highly Eff--3 Eff--2.85 Devel---2.55 Ineff.---0

b. Sustainability Highly Eff--3 Eff--2.85 Devel---2.55 Ineff---0

subtotal Highly Eff--6 Eff--5.7 Devel---5.1 Ineff--0

DOMAIN 2: School Culture and Instructional Program 21 points total

a. Culture Highly Eff--4 Eff---3.8 Devel---3.4 Ineff---0

b. Instructional Program Highly Eff--5 Eff--4.75 Devel---4.25 Ineff--0

c. Capacity Building Highly Eff--4 Eff---3.8 Devel--3.4 Ineff--0

d. Sustainability Highly eff--4 Eff--3.8 Devel--3.4 Ineff--0

e. Strategic Planning Process Highly Eff--4 Eff--3.8 Devel---3.4 Ineff---0

subtotal High Eff--21 Eff--19.95 Devel---17.85 Ineff---0

DOMAIN 3: Safe, Efficient, Effective Learning Environment 16 points total

- a. Capacity Building Highly Eff--4 Eff---3.8 Devel--3.4 Ineff--0
- b. Culture Highly Eff--4 Eff---3.8 Devel--3.4 Ineff--0
- c. Sustainability Highly Eff--4 Eff---3.8 Devel--3.4 Ineff--0
- d. Instructional Program Highly Eff--4 Eff---3.8 Devel--3.4 Ineff--0

subtotal Highly eff--16 Eff---15.2 Devel---13.6 Ineff---0

DOMAIN 4: Community 6 points total

- a. Strategic Planning Process: Inquiry Highly Eff--2 Eff--1.9 Devel--1.7 Ineff--0
- b. Culture Highly Eff--2 Eff--1.9 Devel--1.7 Ineff--0
- c. Sustainability Highly Eff--2 Eff--1.9 Devel--1.7 Ineff--0

subtotal Highly eff---6 Eff--5.7 Devel---5.1 Ineff---0

DOMAIN 5: Integrity, Fairness, Ethics 5 points total

- a. Sustainability Highly Eff--2.5 Eff--2.375 Devel--2.125 Ineff---0
- b. Culture Highly Eff--2.5 Eff--2.375 Devel--2.125 Ineff---0

subtotal Highly Eff---5 Eff-4.75 Eff--4.25 Ineff---0

DOMAIN 6: Political, Social, Economic, Legal & Cultural; Content 6 points total

- a. Sustainability Highly Eff--1 Eff--0.95 Devel--0.85 Ineff--0
- b. Culture Highly Eff--1 Eff--0.95 Devel--0.85 Ineff--0
- c. Uncovering goals (align, define) Highly Eff--1 Eff--0.95 Devel--0.85 Ineff--0
- d. Strategic Planning Highly Eff--1 Eff--0.95 Devel--0.85 Ineff--0
- e. Taking action Highly Eff--1 Eff--0.95 Devel--0.85 Ineff--0
- f. Evaluating Attainment Highly Eff--1 Eff--0.95 Devel--0.85 Ineff--0

subtotal Highly Eff---6 Eff--5.7 Devel---5.1 Ineff---0

Normal rounding rules will apply. In no case will rounding be allowed to move an individual from one HEDI category to another.

The process for combining multiple school visits (9.8) is as follows: the 0-60 score for each visit will be weighted equally and averaged.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Based upon the Multidimensional Principal Performance Rubric principals whose overall performance and results exceed standards will receive between 59-60 points
Effective: Overall performance and results meet standards.	Based upon the Multidimensional Principal Performance Rubric principals whose overall performance and results meet standards will receive between 57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	Based upon the Multidimensional Principal Performance Rubric principals whose performance and results need improvement in order to meet standards will receive between 50-56 points
Ineffective: Overall performance and results do not meet standards.	Based upon the Multidimensional Principal Performance Rubric principals whose performance and results do not meet standards will receive between 0-49 points

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, May 16, 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 growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

**Growth or Comparable Measures
Locally-selected Measures of**

**growth or achievement
Other Measures of Effectiveness**

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 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/12168/506326-Df0w3Xx5v6/APPR PIP HAAS revised August 2013.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:

APPEAL PROCESS

A. Any principal who receives an ineffective or developing rating on their annual total composite APPR or a tenured principal who receives a developing on the 60 Rubric HEDI rating, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

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

C. All steps and the resolution on an appeal will be taken in a timely an expeditious manner consistent with Education Law 3012. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the respective final document to the principal, in the case of a tenured principal, and fifteen business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 15 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

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

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

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

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

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

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

J. Annual Professional Performance Reviews shall be a significant factor for employment decisions including but not limited to promotion, retention, tenure determination, termination and supplemental compensation as per Education Law 3012.

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.

All lead evaluators have received training in the following areas. All lead evaluators did twenty nine hours of Teachscape training on Danielson before initial certification. A minimum of 15 hours on use of Danielson was also provided outside of Teachscape. In addition, a total of over 30 hours for all other areas was provided.

- NY State Teaching Standards and ISLLC Standards
- Evidence Based Observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the Danielson 2007 State approved teacher rubric
- Application and use of the MPPR State approved principal rubric
- Application and use of State approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and SWDs

A portion, roughly 30 minutes, of each weekly administrators' meeting will be devoted to training on matters related to APPR. During the course of the year we will focus on areas which have been identified as priorities or as problems. However, all areas will be systematically covered over the course of the year. To ensure inter-rater reliability, administrators will discuss assessments of various practices. If significant differences arise, administrators will be re-trained.

All administrators will be certified and re-certified to the the Board of Education based on a satisfactory completion of this review and discussion process.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, August 29, 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/12158/608405-3Uqgn5g9Iu/APPR Certification form_signed.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.

SLO HEDI Criteria

A. HEDI SCORING BANDS

<i>Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) 20%
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 - 8
Ineffective	0 - 2

B. HEDI CRITERIA

The proposed District criteria for scoring Student Learning Objectives are as follows:

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
90% or more of the students meet or exceed the target determined in the Student Learning Objective.	80% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.	65% - 79% of the students achieve or exceed the target determined in the Student Learning Objective	Below 65% of the students achieve or exceed the target determined in the Student Learning Objective.
<i>The points with each category are distributed as follows:</i>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 80% 10 points: 81% 11 points: 82% 12 points: 83% 13 points: 84% 14 points: 85% 15 points: 86% 16 points: 87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 74% 7 points: 75% - 77% 8 points: 78% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

Local Assessment Planning

Local Assessment HEDI Criteria

A. HEDI SCORING BANDS

<i>Subcomponent Scoring Bands</i>	Local Assessment where Value-Added Measures Exist – 15%
Highly Effective	14 - 15
Effective	8 - 13
Developing	3 - 7
Ineffective	0 - 2

B. HEDI CRITERIA

The proposed District criteria for scoring local assessments are as follows:

Highly Effective <i>14 – 15 points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
90% or more of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<i>The points with each category are distributed as follows:</i>			
14 points: 90% - 94% 15 points: 95% - 100%	8 points: 80% 9 points: 81% 10 points: 82% 11 points: 83% 12 points: 84% 13 points: 85% -89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 75% 7 points: 76% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

C. HEDI SCORING BANDS

<i>Scoring Bands</i>	Locally Selected Assessments 20%
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 - 8
Ineffective	0 - 2

D. HEDI CRITERIA

The proposed District criteria for scoring Locally Selected Assessments are as follows:

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
90% or more of the students meet or exceed the target.	80% - 89% of the students achieve or exceed the target.	65% - 79% of the students achieve or exceed the target.	Below 65% of the students achieve or exceed the target.
<i>The points with each category are distributed as follows:</i>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 80% 10 points: 81% 11 points: 82% 12 points: 83% 13 points: 84% 14 points: 85% 15 points: 86% 16 points: 87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 74% 7 points: 75% - 77% 8 points: 78% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

A. HEDI SCORING BANDS

<i>Scoring Bands</i>	Locally Selected Assessments 20%
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 - 8
Ineffective	0 - 2

B. HEDI CRITERIA

The proposed District criteria for scoring Locally Selected Assessments are as follows:

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
90% or more of the students meet or exceed the target.	80% - 89% of the students achieve or exceed the target.	65% - 79% of the students achieve or exceed the target.	Below 65% of the students achieve or exceed the target.
<i>The points with each category are distributed as follows:</i>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 80% 10 points: 81% 11 points: 82% 12 points: 83% 13 points: 84% 14 points: 85% 15 points: 86% 16 points: 87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 74% 7 points: 75% - 77% 8 points: 78% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

Total Score Calculation for “Other Measures”

Two-thirds observations – 40 points – from the Danielson observation rubric conversion chart

One-third professional artifacts – 20 points – from the professional artifact rubric conversion chart

Observations – Each domain will be rated on a 1-4 scale using the Danielson rubric (1=ineffective, 2=developing, 3=effective, 4=highly effective) for each observation. Each domain is worth 25% of each observation. This will yield a total of 8 scores. These will be added and then the total divided by 8 yielding an average score. Using the conversion chart attached, the average 1-4 score will be converted to points (0-40).

Professional artifacts – All artifacts will be rated on a 1-4 scale using Danielson domain 4 rubrics (1=ineffective, 2=developing, 3=effective, 4=highly effective). Teachers are required to submit 10 artifacts. The scores for each artifact will be added and the total divided by 10. The average rubric score will be converted to points (0-20) using the conversion chart attached.

	Value for each Domain	Observation 1 Rating from 1-4	Observation 2 Rating from 1-4	Weight of Total Domain (Average of observations multiplied by the percentage of total)
Domain 1: Planning and Preparation				
1a Demonstrating Knowledge of Content and Pedagogy	25%			
1b Demonstrating Knowledge of Students				
1c Setting Instructional Outcomes				
1d Demonstrating Knowledge of Resources				
1e Designing Coherent Instruction				
1f Designing Student Assessments				
Domain 2: Classroom Environment				
2a Creating an Environment of Respect and Rapport	25%			
2b Establishment a Culture for Learning				
2c Managing Classroom Procedures				
2d Managing Student Behavior				
2e Organizing Physical Space				
Domain 3: Instruction				
3a Communicating with Students	25%			
3b Using Questioning and Discussion Techniques				
3c Engaging Students in Learning				
3d Using Assessment in Instruction				
3e Demonstrating Flexibility and Responsiveness				
Domain 4: Professional Responsibilities				
4a Reflecting on Teaching	25%			
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				
TOTAL	100%			

Danielson Observation Rubric Conversion Chart

Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-32		
1.0000		0
1.0125		1
1.0250		2
1.0375		3
1.0500		4
1.0625		5
1.0750		6
1.0875		7
1.1000		8
1.1125		9
1.1250		10
1.1375		11
1.1500		12
1.1625		13
1.1750		14
1.1875		15
1.2000		16
1.2125		17
1.2250		18
1.2375		19
1.2500		20
1.2625		21
1.2750		22
1.2875		23
1.3000		24
1.3125		25
1.3250		26
1.3375		27
1.3500		28
1.3625		29
1.3750		30
1.3875		31
1.4000		32
Developing 33-36		
1.5		33
1.6		33
1.7		33
1.8		34
1.9		34
2.0		34
2.1		35
2.2		35
2.3		36
2.4		36

Danielson Observation Rubric Conversion Chart

Effective 37-38		
2.5		37
2.6		37
2.7		37
2.8		37
2.9		37
3.0		38
3.1		38
3.2		38
3.3		38
3.4		38
Highly Effective 39-40		
3.5		39
3.6		39
3.7		39
3.8		40
3.9		40
4.0		40

Professional Artifact Collection (PAC)

All teachers must submit 10 professional artifacts each year. All artifacts will be rated on a 1-4 scale using Danielson Domain 4 rubrics.

Artifacts and activities must be directly related to the improvement of quality classroom instruction. Note that multiple artifacts/activities can come from the same category. Your collection may be submitted either through a bulleted summary or another mutually acceptable form between teacher and administrator. Artifacts must be approved by June 1st. Examples of artifacts/activities are categorized below.

- Class contract/syllabus establishing expectations
- Artifacts depicting classroom management, organizational, or student behavior procedures
- Samples of student work (projects, homework, labs, essays, summer assignments, etc.)
- Assessment tools (quizzes, exams, reading activities, etc.)
- Incorporation of field trips or guest speakers to supplement classroom instruction
- Samples of differentiated instruction
- Artifacts of motivational activities
- Examples of independent study activities (Option A-like activities)
- Samples of group work activities/project-based learning
- Communication with families (phone log, parent notices, progress reports, etc.)
- Presenter/facilitator (faculty meetings, professional development days, collegial circles)
- Professional development (in-service or graduate classes, conferences, workshops/collegial circles, National Board Certification, and other certifications)
- Displays of teacher-created, instructional materials
- Professional articles written and published
- Attendance at community-sponsored programs to enhance classroom instruction
- Writing college recommendations
- Student teacher ** (would count as a full 12 artifacts/activities)
- Participation in the teacher/high school student mentor program
- Letters of commendation from administrators, Board, parents, etc.
- CPR/AED First Aid training (taken or presented)
- Hold a position in an educationally related organization
- Awards and/or certificates received
- Technology integration into the classroom
- Mini-grant participation
- Any other artifact/activity mutually agreed upon between the HTA and the Administration.

Professional Artifact Rubric Conversion Chart

Average Rubric Score	Category	Conversion Score for Composite
	Ineffective 0 - 15	Points
1.0000		0
1.0125		0
1.0250		1
1.0375		1
1.0500		2
1.0625		2
1.0750		3
1.0875		3
1.1000		4
1.1125		4
1.1250		5
1.1375		5
1.1500		6
1.1625		6
1.1750		7
1.1875		7
1.2000		8
1.2125		8
1.2250		9
1.2375		9
1.2500		10
1.2625		10
1.2750		11
1.2875		11
1.3000		12
1.3125		12
1.3250		13
1.3375		13
1.3500		14
1.3625		14
1.3750		15
1.3875		15
1.4000		15
	Developing 16-18	
1.5		16
1.6		16
1.7		16
1.8		17
1.9		17
2.0		17
2.1		17
2.2		18
2.3		18
2.4		18

Professional Artifact Rubric Conversion Chart

	Effective 19	
2.5		19
2.6		19
2.78		19
2.8		19
2.9		19
3.0		19
3.1		19
3.2		19
3.3		19
3.4		19
	Highly Effective 20	
3.5		20
3.6		20
3.7		20
3.8		20
3.9		20
4.0		20

Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator in consultation with the teacher and the HTA. At the end of the timeline set forth in the TIP, the teacher, supervising administrator and HTA representative shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed by the teacher.

The TIP is used for those teachers whose **annual teacher evaluation composite score** is rated "developing" or "ineffective". The final evaluation must be based on at least one formal observation completed by the supervising administrator during the current school year. The final evaluation includes evidence from all teacher rubric components and encompasses much more than the formal observation.

A TIP is completed collegially among the teacher whose rating is "developing" or "ineffective", supervising administrator and HTA representative. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed as soon as practicable after the final evaluation has been completed, but in no case later than ten school days after the date on which teachers are required to report prior to the opening of classes for the new school years. The TIP should be structured around each of the teacher rubric components. TIP goals/activities should be structured so that no more than four or five at a time are addressed. The following should be included on the TIP:

- Definition of the Problem (i.e. areas in need of improvement)
- Statement of the Goals
- Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement)
- Resources
- Sample Indicators of Success
- Timeline for achieving improvement

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress as set forth in the TIP.

- 4) Resources – The teacher, administrator and HTA representative will jointly list resources, available district materials, workshops, etc. to help improve the teacher’s practice.

- 5) Sample Indicators of Success – The teachers, administrator and HTA representative will mutually agree upon tangible or visible indicators of success (linked to the APPR rubric selected).

- 6) Timeline – The teacher, administrator and HTA representative will discuss and a timeline for improvement shall be set forth for the process and a date(s) for the follow-up evaluation(s). The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher Signature _____ Date _____

Administrator
Signature _____

Date _____

HTA Rep
Signature _____

Date _____

*Signature does not imply agreement, but acknowledges review and receipt of the plan.
Written comments may be attached.*

**Meeting Log
Teacher Improvement Plan**

Log all meetings here. It is understood additional meetings may be necessary. The administrator or teacher may request additional meetings.

Date	Meeting Summary	Signatures

Local Assessment Planning

Local Assessment HEDI Criteria

A. HEDI SCORING BANDS

<i>Subcomponent Scoring Bands</i>	Local Assessment where Value-Added Measures Exist – 15%
Highly Effective	14 - 15
Effective	8 - 13
Developing	3 - 7
Ineffective	0 - 2

B. HEDI CRITERIA

The proposed District criteria for scoring local assessments are as follows:

Highly Effective <i>14 – 15 points</i>	Effective <i>8 – 13 points</i>	Developing <i>3 – 7 points</i>	Ineffective <i>0 – 2 points</i>
90% or more of the students meet or exceed the target determined in the local assessment.	80% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 79% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<i>The points with each category are distributed as follows:</i>			
14 points: 90% - 94% 15 points: 95% - 100%	8 points: 80% 9 points: 81% 10 points: 82% 11 points: 83% 12 points: 84% 13 points: 85% -89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 75% 7 points: 76% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

C. HEDI SCORING BANDS

<i>Scoring Bands</i>	Locally Selected Assessments 20%
Highly Effective	18 - 20
Effective	9 - 17
Developing	3 - 8
Ineffective	0 - 2

D. HEDI CRITERIA

The proposed District criteria for scoring Locally Selected Assessments are as follows:

Highly Effective <i>18 – 20 points</i>	Effective <i>9 – 17 points</i>	Developing <i>3 – 8 points</i>	Ineffective <i>0 – 2 points</i>
90% or more of the students meet or exceed the target.	80% - 89% of the students achieve or exceed the target.	65% - 79% of the students achieve or exceed the target.	Below 65% of the students achieve or exceed the target.
<i>The points with each category are distributed as follows:</i>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 80% 10 points: 81% 11 points: 82% 12 points: 83% 13 points: 84% 14 points: 85% 15 points: 86% 16 points: 87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 71% 6 points: 72% - 74% 7 points: 75% - 77% 8 points: 78% - 79%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

APPENDIX F

Principal Improvement Plan

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

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

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

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

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

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

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

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

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

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing

Any PIP plan created must consist of the following components:

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

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

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

II. EXPECTED OUTCOMES

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

III. RECOMMENDED RESOURCES/ACTIVITIES

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

IV. EVIDENCE OF ACHIEVEMENT

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

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

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

Superintendent

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

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

COLLABORATION			
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Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
 Assistant Supt. Signature _____ Date _____
 Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
 PROGRESS RECORD FORM**

	Summary of meeting (Superintendent or Assist Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____

Meeting #6 Date _____		_____ _____ _____
Meeting #7 Date _____		_____ _____ _____

IMPLEMENTATION CERTIFICATION FORM FOR DISTRICT OR BOCES:

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. The school district or BOCES, where applicable, also certifies 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 also certifies that the APPR Plan submitted for approval by the Commissioner is the sole plan that 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 also acknowledges 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 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 all lead evaluators for teachers and principals have been properly trained and have received certification and recertification, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2012-13 school year
- Assure that all evaluators for teachers and principals have been properly trained to conduct evaluations for the 2012-13 school year, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents
- Assure that all evaluators and lead evaluators for teachers and principals will be properly trained and that lead evaluators will be certified and recertified, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2013-14 school year
- Assure that all data will be submitted to the Commissioner by August 27, 2013, to the extent practicable, and no later than October 18, 2013. Assure that all data submitted to the Commissioner by October 18, 2013 will be a complete and accurate representation of the information requested and includes the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year
- Assure that all data for the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year is certified by the superintendent and maintained in a central database. The Department reserves the right to require your district to provide this data at any time for auditing purposes
- Assure that the district will keep a record of who the lead evaluator(s) and evaluator(s), as applicable, are for each teacher and principal observation/school visit that will be conducted during the 2013-14 school year. The Department reserves the right to require your district to provide this information any time for monitoring purposes
- Assure that the Department approved APPR plan, in its entirety, has been posted on the district or BOCES website

Please check one of the following boxes regarding your district or BOCES APPR plan for the 2013-2014 school year:

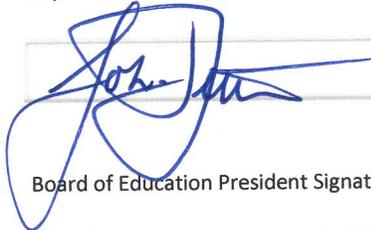
District or BOCES has submitted a revised plan to the Department for the 2013-2014 school year

District or BOCES has an approved multi-year APPR Plan that is still in effect for the 2013-2014 school year

District or BOCES had an approved annual APPR Plan or a plan determined by the Commissioner for 2012-2013 and the collectively bargained plan most recently approved or the plan determined by the Commissioner remains in effect until a subsequent plan is agreed to

Signatures, dates

Superintendent Signature: Date:

 6/20/13

Board of Education President Signature: Date:

Christine N. Turner 6/27/13

APPR Appeal Process

WHEREAS, Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as ineffective; and

WHEREAS, consistent with the aforementioned law, the parties have entered into negotiations to implement an appeals process in the event that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system; and

WHEREAS, the appeal procedure set forth herein is intended to address a teacher's due process rights while ensuring that appeals are resolved in an expeditious manner.

The parties hereby agree as follows:

1. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be available only to tenured teachers who are rated as ineffective. Appeals of teacher improvement plans will be available only to tenured teachers.

2. WHAT MAY BE CHALLENGED IN AN APPEAL

Appeals will be limited to the following subjects:

- (1) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) the District's issuance and/or implementation of the terms of a teacher improvement plan under Education Law §3012-c.

3. PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

4. BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

5. TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 12 calendar days of the date when the teacher receives his/her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, an appeal must be filed within 12 calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right of appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

6. DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.

7. DECISION

A written decision on the merits of the appeal shall be rendered no later than 12 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the review may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

8. EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

Except as provided for in paragraph 6 hereof, the 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance or judicial procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law, and the appeal shall be final and not subject to further review.

Teacher Improvement Plan (TIP) Process

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator in consultation with the teacher and the HTA. At the end of the timeline set forth in the TIP, the teacher, supervising administrator and HTA representative shall meet to assess the teacher's performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed by the teacher.

The TIP is used for those teachers whose **annual teacher evaluation composite score** is rated "developing" or "ineffective". The final evaluation must be based on at least one formal observation completed by the supervising administrator during the current school year. The final evaluation includes evidence from all teacher rubric components and encompasses much more than the formal observation.

A TIP is completed collegially among the teacher whose rating is "developing" or "ineffective", supervising administrator and HTA representative. They set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed as soon as practicable after the final evaluation has been completed, but in no case later than ten school days after the date on which teachers are required to report prior to the opening of classes for the new school years. The TIP should be structured around each of the teacher rubric components. TIP goals/activities should be structured so that no more than four or five at a time are addressed. The following should be included on the TIP:

- Definition of the Problem (i.e. areas in need of improvement)
- Statement of the Goals
- Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement)
- Resources
- Sample Indicators of Success
- Timeline for achieving improvement

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress as set forth in the TIP.

- 4) Resources – The teacher, administrator and HTA representative will jointly list resources, available district materials, workshops, etc. to help improve the teacher’s practice.

- 5) Sample Indicators of Success – The teachers, administrator and HTA representative will mutually agree upon tangible or visible indicators of success (linked to the APPR rubric selected).

- 6) Timeline – The teacher, administrator and HTA representative will discuss and a timeline for improvement shall be set forth for the process and a date(s) for the follow-up evaluation(s). The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher Signature _____ Date _____

Administrator
Signature _____

Date _____

HTA Rep
Signature _____

Date _____

*Signature does not imply agreement, but acknowledges review and receipt of the plan.
Written comments may be attached.*

**Meeting Log
Teacher Improvement Plan**

Log all meetings here. It is understood additional meetings may be necessary. The administrator or teacher may request additional meetings.

Date	Meeting Summary	Signatures

APPENDIX F

Principal Improvement Plan

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

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

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

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

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

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

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

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

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

The Principal Improvement Plan set forth herein will be used only for principals rated ineffective or developing

Any PIP plan created must consist of the following components:

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

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

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

II. EXPECTED OUTCOMES

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

III. RECOMMENDED RESOURCES/ACTIVITIES

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

IV. EVIDENCE OF ACHIEVEMENT

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

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

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

Superintendent

Date

Principal

Date

PRINCIPAL IMPROVEMENT PLAN

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

COLLABORATION			
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Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
 Assistant Supt. Signature _____ Date _____
 Superintendent Signature _____ Date _____

**PRINCIPAL IMPROVEMENT PLAN
 PROGRESS RECORD FORM**

	Summary of meeting (Superintendent or Assist Supt)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____

Meeting #6 Date _____		_____ _____ _____
Meeting #7 Date _____		_____ _____ _____

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

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

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

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

Signatures, dates

Superintendent Signature: Date:

 8/29/13

Teachers Union President Signature: Date:

 8/29/13

Administrative Union President Signature: Date:

 8/29/13

Board of Education President Signature: Date:

 8/29/13