



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

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

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October 23, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Thomas L. Rogers

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Monday, October 15, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, May 02, 2012

Updated Monday, October 15, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

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

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

**Please note:** If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-5 ELA
1	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-5 ELA
2	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-5 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% 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	Composite of NYS Grades 4-5 Math
1	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-5 Math
2	School-or BOCES-wide, group or team results based on State assessments	Composite of NYS Grades 4-5 Math
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% 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.

## 2.4) 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	District developed Grade 6 Summative Assessment in Science
7	District, regional or BOCES-developed assessment	District developed Grade 7 Summative Assessment in Science
	Science	Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90% 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.

### 2.5) 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	District developed Grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	District developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	District developed Grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% 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.

## 2.6) 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	Global 2 Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% 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
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Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% 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.
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## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
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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.

## 2.9) 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% 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.

## 2.10) 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/term results based on State	Composite NYS Grades 4-5 ELA
Music K-5	School/BOCES-wide/group/term results based on State	Composite NYS Grades 4-5 ELA
PE K-5	School/BOCES-wide/group/term results based on State	Composite NYS Grades 4-5 ELA
Reading K-5	School/BOCES-wide/group/term results based on State	Composite NYS Grades 4-5 ELA
Librarians K-5	School/BOCES-wide/group/term results based on State	Composite NYS Grades 4-5 ELA
Special Education and other unnamed K-5	School/BOCES-wide/group/term results based on State	Composite NYS Grades 4-5 ELA
ELL K-5	School/BOCES-wide/group/term results based on State	Composite NYS Grades 4-5 ELA
Art 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
Music 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
PE 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
ELL 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
World Languages (other than English) 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
Librarian 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
Technology and Home Economics 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
Special Education and other unnamed 6-8	School/BOCES-wide/group/term results based on State	Composite NYS Grades 6-8 ELA
Art 9-12	School/BOCES-wide/group/term results based on State	Comprehensive NYS English Regents
Music 9-12	School/BOCES-wide/group/term results based on State	Comprehensive NYS English Regents
PE 9-12	School/BOCES-wide/group/term results based on State	Comprehensive NYS English Regents
Special Ed 9-12	School/BOCES-wide/group/term results based on State	Comprehensive NYS English Regents
all other teachers in Grades 9-12 not named above or specifically named in prior sections covering Regents courses	School/BOCES-wide/group/term results based on State	Comprehensive NYS English Regents

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90% 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.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/123894-TXEttx9bQW/HEDI SLO scale revised.doc*

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*Our 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, May 02, 2012

Updated Tuesday, October 23, 2012

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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.

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)ELA
5	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)ELA

6	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)ELA
7	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)ELA
8	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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 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 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 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.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math
5	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math
6	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math
7	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math
8	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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 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	65-79% of students meet or exceed the achievement target determined in the local assessment. Targets will be set

grade/subject.

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 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.

*assets/survey-uploads/5139/123895-rhJdBgDruP/APPR HEDI 0-15 scale local assessment revised oct 15*

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
- (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)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	(No response)
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3.13, below.

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

90% of students 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 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 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 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math
1	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math
2	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math
3	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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 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 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 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.

### 3.6) Grades 6-8 Science

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)composite ELA and Math
7	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)composite ELA and Math
8	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)composite ELA and Math

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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 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 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 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)ELA
7	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)ELA
8	4) State-approved 3rd party assessments	Measure of Academic Progress (Northwest Evaluation Association)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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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 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 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 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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 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 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 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	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.*

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.

(No response)

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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.	80-89% of students 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 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-79% of students 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 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.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	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.*

<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>(No response)</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% of students 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 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 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 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>

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	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.*

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% of students 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 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 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 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



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 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 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/5139/123895-y92vNseFa4/3083955-HEDI SLO scale revised.doc*

### 3.14) Locally Developed Controls

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

*(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 follow the process outlined in guidance pertaining to SLOs. Specifically, the lead evaluator will assess the results and determine a HEDI rating and point value for each locally-selected measure separately, rounding to the nearest whole number. Each will then be weighted proportionately based on the number of*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Wednesday, May 02, 2012  
Updated Monday, October 15, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The District negotiated procedures for conducting and scoring observations and assessing other aspects of the Danielson 2011 state approved rubric. The District also negotiated the levels of performance on the rubric against the HEDI scale. The calculator showing calculations for each of the 60 points is attached. Also attached is the 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.*

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

*All Herricks teachers have been provided with access to the 15 hour online training in the Danielson 2011 model and been paid for taking it so they have a deeper understanding of the model. In addition, 25 teachers selected by the teachers association have been*

*provided with access to the full 29 hour training, the same training provided to all administrators, in the interest of full transparency and to allow them to be able to act as coaches to other teachers if needed.*

*Danielson 2011 Domain 1: 16 2/3% 10 points*

*Danielson 2011 Domain 2 16 2/3% 10 points*

*Danielson 2011 Domain 3 16 2/3% 10 points*

*Danielson 2011 Domain 4 16 2/3% 10 points*

*Professuional Artifacts related to the improvement of classroom instruction*

*33 1/3% 20 points*

*The total will be derived by simple addition of points to arrive at a number between 0 and 60*

*The Professional Artifact Collection document is attached as a document to the proposed APPR plan.*

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

<assets/survey-uploads/5091/123896-eka9yMJ855/Danielson Conversion chart.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 2011 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 2011 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 2011 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 2011 rubric and the quality of artiracts submitted by teachers, teachers who 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)

Created Wednesday, May 02, 2012

Updated Monday, October 15, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, May 02, 2012

Updated Monday, October 15, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/123898-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 and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*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 during 2012-13 to resolve any differences of perspective and to ensure inter-rater reliability. Training will be provided a minimum of once per year in all subsequent years.*

### *2. Evidence-Based Observation and*

### *3. Application and Use of State Approved Teacher Rubric (Danielson 2011)*

*All Herricks administrators taking full 29 hour Teachscape training in use of Danielson 2011 rubric. Initial certification through passing Teachscape assessment at end of training in Danielson 2011 model. Passage assures full inter-rater reliability among Herricks administrators and between Herricks administrators and Danielson 2011 experts. Small group and whole group meetings of administrators during the course of 2012-13 to discuss implementation and resolve differences of perspective to further ensure faithful implementation of model and inter-rater reliability.*

*All new administrators in subsequent years will receive the 29 hour Teachscape training. In addition, there will be periodic refresher programs for all administrators followed up by discussions to ensure that all raters are both fair and similar.*

*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 2011 framework in observations and in pre and post conferences.*

*A number of teachers equal to the number of administrators receiving the 29 hour Teachscape training will also receive that training. They will be able to act as a resource and 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 2011-12 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 will be used to provide training and information sessions for both teachers and administrators in Herricks during 2012-13. Specific sessions will be held in each building in September 2012.*

*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 spring 2012 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. Most staff were paid for three hours to work on these.*

*In light of the APPR plan developed by Herricks for 2012-13 only, considerable time and effort will be devoted to testing and refining more specific SLO's and LSA's during 2012-13. Draft SLO's and LSA's, which are very specific to certain instructional areas – music, art, library, PE, reading teachers, etc., etc., have been developed in draft form. These will be tested during 2012-13 and then proposed to SED for a new APPR for 2013-14 and years thereafter.*

*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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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## Page 1

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

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

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

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

K-5
6-8
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 provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-5	(d) measures used by district for teacher evaluation	Based on composite of all teacher locally selected measures of student performance
6-8	(d) measures used by district for teacher evaluation	Based on composite of all teacher locally selected measures of student performance
9-12	(d) measures used by district for teacher evaluation	Based upon composite of all teacher locally selected measures of student performance

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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90% 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/5366/123900-qBFVOWF7fC/APPR HEDI 0-15 scale local assessment revised oct 15

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the

controls or adjustments.

*Our 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. All measures will be weighted according to the number of students in each measure. Targets will be the same as for teachers and the target setting process will be as described in the teacher locally selected assessments section.*

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, May 02, 2012

Updated Monday, October 15, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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 domain has a given point value. each domain point value will be added to achieve a point total for the whole MPPR 0-60*

*"Multidimensional Principal Performance Rubric" Highly Effective Effective Developing Ineffective Effective with the 2012-13 School Year*

*% of HE % of HE % of HE*

*DOMAIN 1: Shared Vision of Learning 6*

*a. Culture 3 0.95 0.85 0*

*b. Sustainability 3 0.95 0.85 0*

*total 6 1.9 1.7 0*

*DOMAIN 2: School Culture and Instructional Program 21*

*a. Culture 4 0.95 0.85 0*

*b. Instructional Program 5 0.95 0.85 0*

*c. Capacity Building 4 0.95 0.85 0*

*d. Sustainability 4 0.95 0.85 0*

*e. Strategic Planning Process 4 0.95 0.85 0*

*total 21 4.75 4.25 0*

*DOMAIN 3: Safe, Efficient, Effective Learning Environment 16*

*a. Capacity Building 4 0.95 0.85 0*

*b. Culture 4 0.95 0.85 0*

*c. Sustainability 4 0.95 0.85 0*

*d. Instructional Program 4 0.95 0.85 0*

*total 16 3.8 3.4 0*

*DOMAIN 4: Community 6*

*a. Strategic Planning Process: Inquiry 2 0.95 0.85 0*

*b. Culture 2 0.95 0.85 0*

*c. Sustainability 2 0.95 0.85 0*

*total 6 2.85 2.55 0*

*DOMAIN 5: Integrity, Fairness, Ethics*

*a. Sustainability 2.5 0.95 0.85 0*

*b. Culture 2.5 0.95 0.85 0*

*total 5 1.9 1.7 0*

*DOMAIN 6: Political, Social, Economic, Legal & Cultural Content 6*

*a. Sustainability 1 0.95 0.85 0*

*b. Culture 1 0.95 0.85 0*

- c. Uncovering goals (align, define) 1 0.95 0.85 0
- d. Strategic Planning 1 0.95 0.85 0
- e. Taking action 1 0.95 0.85 0
- f. Evaluating Attainment 1 0.95 0.85 0
- total 6

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 Wednesday, May 02, 2012

Updated Monday, October 15, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, May 02, 2012

Updated Monday, October 15, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/123905-Df0w3Xx5v6/APPR PIP HAAS revised.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 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. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the 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. This appeal shall sunset, becoming null and void in all regards on the close of business on June 30, 2013.*

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*All lead evaluators have received or will receive training in the following areas:*

*--NY State Teaching Standards and ISLLC Standards (done)*

*--Evidence Based Observation (done)*

*--Application and use of Student Growth Percentile and Value Added Growth Model data*

*--Application and use the Danielson 2011 State approved teacher rubric (done through Teachscape)(done)*

*--Application and use of the MPPR State approved principal rubric (Training by MPPR on July 2 and 18. Principals as well as lead evaluators/evaluators trained.) (done)*

*--Application and use of State approved locally selected measures of student achievement (done)*

*--Use of Statewide Instructional Reporting System*

--Scoring methodology used to evaluate teachers and principals (done)  
--Specific considerations in evaluating teachers and principals of ELLs and SWDs

*The District will ensure that lead evaluators/evaluators are re-trained annually to maintain inter-rater reliability and be re-certified.*

## 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 Friday, August 17, 2012

Updated Thursday, October 18, 2012

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### Page 1

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

[assets/survey-uploads/5581/164471-3Uqgn5g9Iu/APPR signatures revised.pdf](assets/survey-uploads/5581/164471-3Uqgn5g9Iu/APPR%20signatures%20revised.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.

## Local Assessment Planning

### Local Assessment HEDI Criteria

#### A. HEDI SCORING BANDS

<i>2012-2013 Subcomponent Scoring Bands</i>	Local Assessment where Value-Added Measures Exist – 15%
<b>Highly Effective</b>	14 - 15
<b>Effective</b>	8 - 13
<b>Developing</b>	3 - 7
<b>Ineffective</b>	0 - 2

#### B. HEDI CRITERIA

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

<b>Highly Effective</b> <i>14 – 15 points</i>	<b>Effective</b> <i>8 – 13 points</i>	<b>Developing</b> <i>3 – 7 points</i>	<b>Ineffective</b> <i>0 – 2 points</i>
90% 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%

## 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 15<sup>th</sup> 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 15<sup>th</sup> 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 15<sup>th</sup> 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 in the 2012-13 school years and its use shall **sunset** for all evaluations completed after the 2012-13 school years. The parties agree to begin to renegotiate all aspects of the PIP no later than February 1, 2013.

**Any PIP plan created for the 2012-13 school year 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**

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

<b>CULTURAL COURTESY</b>			
<b>COLLABORATION</b>			

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**

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

<b>Meeting #5</b> Date _____		_____ _____
<b>Meeting #6</b> Date _____		_____ _____
<b>Meeting #7</b> Date _____		_____ _____

### Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

## SLO Planning

### SLO HEDI Criteria

#### A. HEDI SCORING BANDS

<i>2012-2013 Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) <b>20%</b>
<b>Highly Effective</b>	18 - 20
<b>Effective</b>	9 - 17
<b>Developing</b>	3 - 8
<b>Ineffective</b>	0 - 2

#### B. HEDI CRITERIA

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

<b>Highly Effective</b> <i>18 – 20 points</i>	<b>Effective</b> <i>9 – 17 points</i>	<b>Developing</b> <i>3 – 8 points</i>	<b>Ineffective</b> <i>0 – 2 points</i>
90% 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>2012-2013 Subcomponent Scoring Bands</i>	Local Assessment where Value-Added Measures Exist – 15%
<b>Highly Effective</b>	14 - 15
<b>Effective</b>	8 - 13
<b>Developing</b>	3 - 7
<b>Ineffective</b>	0 - 2

#### B. HEDI CRITERIA

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

<b>Highly Effective</b> <i>14 – 15 points</i>	<b>Effective</b> <i>8 – 13 points</i>	<b>Developing</b> <i>3 – 7 points</i>	<b>Ineffective</b> <i>0 – 2 points</i>
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## SLO Planning

### SLO HEDI Criteria

#### A. HEDI SCORING BANDS

<i>2012-2013 Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) <b>20%</b>
<b>Highly Effective</b>	18 - 20
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## 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.

<b>Date</b>	<b>Meeting Summary</b>	<b>Signatures</b>

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

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

**Signatures, dates**

Superintendent Signature:      Date: *October 19, 2012*

*[Handwritten Signature]*

Teachers Union President Signature:      Date:

*[Handwritten Signature] 19 October 2012*

Administrative Union President Signature:      Date: *10/19/12*

*[Handwritten Signature]*

Board of Education President Signature:      Date: *10/19/12*

*[Handwritten Signature] 10/19/12*