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

Commissioner of Education
President of the University of the State of New York
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August 28, 2013

Revised

James Kettrick, Superintendent
Indian River Central School District
32735-B County Route 29
Philadelphia, NY 13673

Dear Superintendent Kettrick:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Jack D. Boak

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Tuesday, July 23, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 220301060000

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

220301060000

1.2) School District Name: INDIAN RIVER CSD

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

INDIAN RIVER CSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, August 28, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 will utilize State approved 3rd party assessments. For grade 3, the i-Ready Diagnostic Assessment will be used as a pretest, and targets will be set for the 3rd grade State Assessment. The targets will be set by the teacher and approved by the principal. The same assessments will be used across all classrooms in the same grade level. For grades K-3 class-wide growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The precentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated as developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 Math will utilize State approved 3rd party assessments. For grade 3, the i-Ready Diagnostic Assessment will be used as a pretest, and targets will be set for the 3rd grade State assessment. The targets will be set by the teacher and approved by the principal. The same assessments will be used across all classrooms in the same grade level. For grades K-3 class-wide growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated as developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective is 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Indian River CSD developed Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Indian River CSD developed Grade 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 6-7 Science will utilize the Indian River CSD developed Science pre-assessments and assessments. The SLO for 8th grade Science will utilize the Indian River CSD developed Grade 8 Science assessment as a pre-test and targets will be set for students on the 8th grade State Science assessment. The targets will be set by the teacher and approved by the principal. The same assessments will be used across all classrooms in the same grade level. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Indian River CSD developed Grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Indian River CSD developed Grade 7 Social Studies assessment

8	District, regional or BOCES-developed assessment	Indian River CSD developed Grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 6-8 Social Studies will utilize the Indian River CSD developed Social Studies assessments and will be rigorous and comparable. The same assessment will be used across all classrooms in the same grade level. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Indian River CSD developed Global 1 Social Studies Assessment

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

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

growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies Regents Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessment results and the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score or the District developed assessment for Global 1 score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Science courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessments and the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown

	in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Mathematics courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. For Algebra 1, both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents will be administered and teachers will use the higher of the two scores. Class-wide growth targets will be set based on pre-assessment results and the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.

Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Indian River CSD developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Indian River CSD develolped Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents; NYS Common Core English Regents

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

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

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.	The SLOs for high school English Language Arts courses will be rigorous and comparable. The Indian River CSD developed ELA assessments will be used for grades 9 and 10. For grade 11, both the Comprehensive English Regents and the Common Core English Regents will be administered and teachers will use the high of the two scores. The same assessment will be used across all classrooms in the same course. Class-wide growth targets will be set based on pre-assessment resuls and the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.

Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other secondary English courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific English Assessments
	All other secondary Math courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Mathematics Assessments
	All other secondary Science courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Science Assessments
	All other secondary Social Studies courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Social Studies Assessments
	All other secondary Foreign Language courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Foreign Language Assessments for French, German and Latin/Jefferson-Lewis BOCES developed Foreign Language Assessments for Spanish
	Library 9-12	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific English Assessments
	Grades 7-12 Technology (Industrial Arts) courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Technology Assessments
	All Health courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Health Assessments
	All Art courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Art Portfolio Assessments
	All Music courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific music performance assessments
	All Family and Consumer Science (HCS) courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Home Economics Assessments
	ESOL	State Assessment	NYSESLAT
	All Physical Education courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Physical Education performance assessments
	Library (K-3)	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific library assessments
	Library 4-8	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
	All secondary Video Production and Web Design courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Video Production and Web Design Assessments
	All secondary Theatre courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Theatre assessments
	Reading K-8	State-approved 3rd party assessment	i-Ready Diagnostic Assessment

	All secondary Business courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Business Assessments
	Grades 6 - 8 Computer Technology courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Computer Technology Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Class-wide growth targets will be set based on the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the assessment/final examination score to determine growth. The percentage of students meeting the growth target will be converted to a scale of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20. The reading K-8 courses do not take state assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

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

assets/survey-uploads/12186/571077-avH4IQNZMh/Indian River CSD Form 2_10_All Othe rCourses.doc

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/5364/166497-TXEtxx9bQW/Indian River APPR Growth and Local Measures 20 Point Scale.docx

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Adjustments to a teacher's HEDI score will be made for student prior academic history, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these four groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

In order to mitigate potentially problematic incentives associated with such controls, the District will ensure that established school level procedures are utilized by the principal for setting teacher rosters. This ensures that students with significant prior academic histories, students with disabilities, English language learners and students in poverty are placed and spread out amongst teachers' rosters to the extent practical and possible, given school size, classroom sections and scheduling factors. Furthermore, teachers do not have have input into setting their class rosters.

Using these four sub-groups, if greater than 10% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 1 point. If greater than 20% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 2 points. No teacher's score will be adjusted by more than 2 points.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15. The 0 - 20 point conversion chart indicated in 3.13 will be used until a value added system is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15. The 0 - 20 point conversion chart indicated in 3.13 will be used until a value added system is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.3.

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/178774-rhJdBgDruP/Indian River APPR Growth and Local Measures 15 Point Scale.docx

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting

	the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.

grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment

6	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed Social Studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Global 1 Social Studies Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Global 2 Social Studies Assessment

American History	5) District, regional, or BOCES–developed assessments	Indian River CSD developed American History Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school Social Studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school Science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Algebra 1 Math Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Geometry Math Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Algebra 2 Math Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school Math assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.11) High School English Language Arts

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

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

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

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school ELA assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other secondary English courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific English Assessments
	All other secondary Math courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Math Assessments
	All other secondary Science courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Science Assessments
	All other secondary Social Studies	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Social Studies Assessments
	All secondary Foreign Language courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Foreign Language Assessments
	All Technology courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Technology Assessments
	All Physical Education courses	5) District/regional/BOCES–develo	Indian River CSD developed grade and course specific Physical Education Performance

	ped	Assessments
All Health courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Health Assessments
All Art courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Art Portfolio Assessments
All Music courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Music Performance Assessments
All Family and Consumer Science courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Family and Consumer Science Assessments
Library 9-12	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific English Assessments
ESOL K-8	4) State-approved 3rd party	i-Ready Diagnostic Assessment
ESOL 9-12	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific ESOL Assessments
Library K-3	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Library Assessments
Library 4-8	4) State-approved 3rd party	i-Ready Diagnostic Assessment
All secondary Video Production courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Video Production Portfolio Assessments
All secondary Theatre courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Theatre Assessments
Reading K-8	4) State-approved 3rd party	i-Ready Diagnostic Assessment
Reading 9-12	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Reading Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed course specific assessments and State approved 3rd party assessments in the courses listed above will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level and subject area. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all

	points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/178774-y92vNseFa4/Indian River APPR Growth and Local Measures 20 Point Scale.docx

3.14) Locally Developed Controls

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

Adjustments to a teacher's HEDI score will be made for prior academic history, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these four groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

In order to mitigate potentially problematic incentives associated with such controls, the District will ensure that established school level procedures are utilized by the principal for setting teacher rosters. This ensures that students with significant prior academic histories, students with disabilities, English language learners and students in poverty are placed and spread out amongst teachers' rosters to the extent practical and possible, given school size, classroom sections and scheduling factors. Furthermore, teachers do not have have input into setting their class rosters.

Using these four sub-groups, if greater than 10% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 1 point. If greater than 20% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 2 points.

Student attendance is a significant factor in ensuring that students are provided with appropriate instruction so they can benefit from such and demonstrate learning. Given that the District has established an 85% threshold for student attendance, for students whose attendance did not meet the 85% threshold in the previous school-year, differentiated achievement targets will be set. If, despite such

differentiated achievement targets being set, a significant number of students in any teacher's classroom do not attain such targets, adjustments would be made to add a maximum of 2 points to a teacher's HEDI score using the process listed below.

Since our district serves a very transient student population due to our proximity to a U.S. military base, if the district does not have the prior year's attendance data for a student and thus a differentiated target could not be set based on the missing data, a teacher's HEDI score will be adjusted by 1 point if 5% or more of the teacher's students who fall into this category attend less than the 85% threshold for the current year. A teacher's HEDI score will be adjusted by 2 points if 10% or more of the teacher's students who fall into this category attend less than the 85% threshold for the current year. In no case will the application of any control or adjustment result in a teacher's HEDI score being adjusted by more than 2 points.

In order to mitigate problematic incentives for teachers, the District has an established process for early identification of attendance issues with students, designed to encourage parents to send their children to school regularly and encourage students to attend school. These interventions and processes consist of the following: regular (monthly) school level meetings to identify students experiencing issues with attendance, attendance letters, classroom and school newsletters, social worker, counselor or school resource officer involvement (as necessary) and conferences with parents and students regarding attendance.

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.

Achievement targets are set for each student. The number of students meeting the target will be divided by the total number of students in the teachers' classes to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15 using the uploaded conversion charts in tasks 3.3 and 3.13. This method ensures proportional accountability based on the number of students within each measure. Traditional rounding rules will apply and in no event will a teacher's HEDI rating change as a result of rounding.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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Updated Tuesday, August 27, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Danielson 2007 Rubric and will weight the four domains as follows: Domain 1 Planning and Preparation 10 Points; Domain 2 Classroom Environment 15 Points; Domain 3 Instruction 25 Points; Domain 4 Professional Responsibilities 10 Points. The 10 points from Domain 1 will be based on the pre-observation form(s) and other evidence of teacher planning practices. The 40 points from Domain 2 and 3 will be based on multiple classroom observations, including formal and informal observations. The 10 points from Domain 4 will be based on the summative evaluation and other measures of teacher professionalism and

effectiveness. At the beginning of each year, the appropriate artifacts in support of Domains 1 and 4 will be collaboratively determined by administration and teachers. It was agreed that no teacher can receive a rating of highly effective if the teacher has a score of 0 in any domain. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains. Each domain will be scored on a 1-4 scale and weighted according to the values listed above (for example, the rubric score for Domain 1 will be mutiplied by 10/60 when calculating the final rubric score). Domain scores will be averaged for the observations, all domains will be scored for each observation and those domains will be averaged when calculating the final rubric score. The average rubric scores listed in the conversion chart are the minimum scores necessary to achieve the corresponding HEDI score value. Specifically, the evaluator will review all available data and evidence as they reflect the elements in each of the four domains. A teacher's overall performance can be rated at any score point from 0 to 60.

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/5091/169120-eka9yMJ855/Indian River CSD Teacher Rubric and Domain and HEDI Conversion Scales.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.	A rating of highly effective is achieved by demonstrating exemplary performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in the performance of planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective results from poor performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 0-49 points.

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	2
4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1
4.7) Observations of Tenured Teachers | Informal/Short	1
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Wednesday, August 28, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/180231-Df0w3Xx5v6/TIP form IRC.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:

Each teacher will receive at least one observation formal or informal by the end of the first semester in the school year. In the case of a non-tenured teacher or a tenured teacher whose last APPR rating was ineffective, the teacher will receive a formal observation within

the first 10 weeks of the school year. A teacher who receives an observation score, based solely on the 2007 Danielson rubric, in the developing or ineffective range may request another observation by the same or a different administrator.

A teacher who receives a rating of ineffective or developing on the Composite Effectiveness Score of the APPR will be placed on a Teacher Improvement Plan (TIP) according to the procedures outlined in Section 6.2 of this application.

To the extent that a teacher wishes to issue an appeal of the overall composite score the following appeals procedure is established.

I. Appeals will be limited to the following situations:
a. A non-tenured teacher may appeal only an ineffective APPR composite rating;
b. A tenured teacher may appeal only an ineffective or a developing APPR composite rating;
c. Any teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating.

II. Appeal to Administrator:
a. A non-tenured teacher who receives a rating of ineffective on the Composite Effectiveness Score may appeal the rating to the appropriate administrator in writing no later than 15 school days after receiving the ineffective rating.
b. A tenured teacher who receives a rating of ineffective or developing on the Composite Effectiveness Score may appeal the rating to the appropriate administrator in writing no later than 15 school days after receiving the ineffective or developing rating.
c. The time frame for TIP appeals is no later than 15 days after receipt of the TIP.
d. Within 5 school days of receiving the appeal, the administrator will schedule a meeting with the teacher making the appeal. The teacher may bring a union representative to this meeting. The meeting will be held within 10 school days of the filing of the appeal unless it is mutually agreed upon between the teacher and the administrator to meet outside the 10-day requirement. Since the APPR may not be finalized prior to the end of the school year, allowances will be made for approved vacation time which will not count toward the 10-day requirement. The meeting will occur in a timely and expeditious manner and no later than 30 days after the filing of the appeal. The purpose of the meeting is to discuss the reasons for the appeal and to gather any information the teacher may wish to submit to the administrator for consideration.
e. Following this meeting, the administrator will consider all information received during the meeting and review all observation reports and other evidence used to determine the rating (if the appeal relates to the substance of the APPR) before rendering a final decision on the appeal. The administrator's decision will be rendered within 10 school days after meeting with the teacher.

III. Appeal to Review Team:
a. If the appeal to an administrator is not resolved, within 5 school days of the response from the adminstrator in II, the teacher may submit the documentation presented in the first appeal to the superintendent or his/her designee.
b. Within 5 school days of receiving documentation, the superintendent or his/her designee will convene a review team consisting of two mutually agreed upon teachers and two mutually agreed upon administrators chosen from prospective IREA and IRAPA pools(excluding the evaluating administrator and the evaluated teacher).
The role of the review team will be to evaluate facts and evidence submitted by the teacher and the evaluating administrator. The teacher and administrator will be given the opportunity to be interviewed by the review team, prior to the review team's discussion. All discussion will remain confidential.
c. Once convened, the review team will have 10 school days to come to a final decision. Having reached a final decision, the review team will notify the

teacher, evaluating administrator, superintendent, and IREA President in writing within 5 school days of their final decision. If the review team is unable to reach a resolution, the review team will inform the teacher, evaluating administrator, superintendent and IREA President in writing within 5 school days.

IV. Appeal to the Superintendent
a. If the appeal is not resolved, within 5 school days of the response from the review team, the teacher may re-submit the documentation to the superintendent or his/her designee.
b. The superintendent or his/her designee will then convene a hearing within 5 school days of receiving the documentation. Attendees at the hearing may include: the teacher, the evaluating administrator, members of the review team, and the IREA President or his/her designee.
c. The superintendent or his/her designee will render a final decision and notify the teacher, evaluating administrator, and IREA President in writing within 5 school days of the conclusion of the hearing.

V. Rebuttal to the Final Decision
a. The teacher may submit a rebuttal to the final decision within 5 school days.
b. The rebuttal will be placed with the performance evaluation in the teacher's personnel file.

Note: The District assures that the appeals process will be timely and expeditious in compliance with Education Law 3012-c. The District ensures the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c.

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

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

The principals, district supervisors of special education, assistant principals and the Assistant Superintendent for Curriculum and Instruction will serve as the lead evaluators for the teachers in the Indian River Central School District. All evaluators will be lead evaluators. The District and the Indian River Education Association mutually agreed to utilize the Danielson 2007, Framework for Teaching Rubric. As a district with a network team equivalent, the Assistant Superintendent for Curriculum and Instruction is the main turnkey trainer for teacher evaluation training. The District and the Assistant Superintendent provided professional development for 10 days on teacher evaluation for all evaluators through day-long and half-day workshops as well as during the course of monthly administrative meetings. The Assistant Superintendent continues to attend State Education Department trainings and will continue to serve as the District's turnkey trainer, providing the teacher evaluation training to principals and other administrators.

Through these trainings, the District has dedicated much training time with administrators to ensure a working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. A main area of emphasis in the training provided has been evidence based observations. The District will continue to require lead evaluators to attend district sponsored and BOCES trainings to target the following areas that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned with the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; i-Ready Diagnostic Assessments, Jefferson-Lewis BOCES and District developed assessments; use of the state-wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers with English Language Learners and Students with Disabilities.

In order to ensure and enhance inter-rater reliability, the District is conducting professional development for all evaluators through which the Danielson 2007 rubric is analyzed and applied to teacher scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the conclusion of the video, the evidence is evaluated using the rubric. The principals and the administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

As a part of their on-going training, the Assistant Superintendent has initiated training with the administrators using the True North Logic technology platform. The platform is used to enable evaluators to "tag" their evidence using the rubric, based on videos of classroom lessons. The Assistant Superintendent will share the results with the administrators and factilitate review of the results to inform on-going professional development in teacher evaluation and to ensure inter-rater realiability. In addition, the Assistant Superintendent will conduct at least one walkthrough a year with each building and district wide administrator to evaluate his/her success at gathering evidence and applying the rubric. The data will be used to ensure inter-rater reliability at the building level.

The evidence from all the training will be presented to the Board of Education who will certify that each administrator is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the on-going training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

4-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment." For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-3	State assessment	New York State 3rd Grade ELA and Math State Assessments
	K-3	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
	4-5	State assessment	New York State 4 and 5 ELA and Math Assessments
	6-8	State assessment	New York State Grades 6-8 ELA and Math Assessments
	9-12	State assessment	All Regents Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The same assessments will be used for all principals in the District's five K-3 schools. Building wide growth targets will be set based on the pretest of the students in their respective grade levels. The targets will be set by the principal and approved by the Superintendent or his/her designee. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. I-Ready Diagnostic Assessments will be the final assessments in grades K-2, the ELA and Math State assessments will be the final assessments in grade 3 -8, and the Regents will be the final assessments in grades 9-12. HEDI results from the multiple assessments will be combined

	by weighting them proportionately according to the number of students in each SLO. The percentage of students meeting the growth taret will be converted to a scale score of 0 to 20. The negotiated scale is shown in 7.3. Principals can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 7.3.

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

assets/survey-uploads/5365/179300-lha0DogRNw/Indian River APPR Growth and Local Measures 20 Point Scale.docx

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

Adjustments to a principal's HEDI score will be made for prior student achievement results, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these four groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these four groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

In order to mitigate potentially problematic incentives associated with such controls, the District will ensure that established school level procedures are utilized by the principal for setting teacher rosters. This includes ensuring that principals do not have sole roster setting controls. Members of the pupil personnel services department, in particular school counselors, play an integral role in the setting of rosters.

Using these four sub-groups, if greater than 10% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 1 point. If greater than 20% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 2 points. In no case will a principal's HEDI score be adjusted by more than 2 points.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	4-5	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment
	6-8	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment
	9-12	(d) measures used by district for teacher evaluation	Indian River CSD developed Grade Specific English Assessments
	9-12	(d) measures used by district for teacher evaluation	Indian River CSD developed Grade Specific Math Assessments

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.	There is one school with each of the grade level configurations listed in section 8.1 above. I-Ready Diagnostic Assessments in ELA and Math will be used in all classrooms in grades 4-8. The same assessment will be used in all classrooms in the same grade level and course. The targets will be set by the principal and approved by the Superintendent or his/her designee. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15 points. The negotiated scale is shown in 8.1. Principals can achieve all scale points from 0 to 15. The 0 - 20 point conversion chart indicated in 8.2 will be used until a value added system is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 8.1.

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

(No response)

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

assets/survey-uploads/5366/179346-qBFVOWF7fC/Indian River APPR Growth and Local Measures 15 Point Scale.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	There are five schools with the K-3 grade configuration. I-Ready Diagnostic Assessments in ELA and Math will be used in all classrooms in grades K-3. The same assessments will be used in all classrooms in the same grade level and courses in all five schools. The targets will be set by the principal and approved by the Superintendent or his/her designee. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points. The negotiated scale is shown in 8.2. Principals can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The principal will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 8.2.

grade/subject.

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

(No response)

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

assets/survey-uploads/5366/179346-T8MlGWUVm1/Indian River APPR Growth and Local Measures 20 Point Scale.docx

8.3) Locally Developed Controls

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

Adjustments to a principal's HEDI score will be made for prior student academic history, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these four groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

In order to mitigate potentially problematic incentives associated with such controls, the District will ensure that established school level procedures are utilized by the principal for setting teacher rosters. This includes ensuring that principals do not have sole roster setting controls. Members of the pupil personnel services department, in particular school counselors, play an integral role in the setting of rosters.

Using these four sub-groups, if greater than 10% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 1 point. If greater than 20% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 2 points.

Student attendance is a significant factor in ensuring that students are provided with appropriate instruction so they can benefit from such and demonstrate learning. Given that the District has established an 85% threshold for student attendance, for students whose attendance did not meet the 85% threshold in the previous school-year, differentiated achievement targets will be set. If, despite such differentiated achievement targets being set, a significant number of students in any principal's building do not attain such targets, adjustments would be made to add a maximum of 2 points to a principal's HEDI score using the process listed below.

Since our district serves a very transient student population due to our proximity to a U.S. military base, if the district does not have the prior year's attendance data for a student and thus a differentiated target could not be set based on the missing data, a principal's HEDI score will be adjusted by 1 point if 5% or more of the principal's students who fall into this category attend less than the 85% threshold for the current year. A principal's HEDI score will be adjusted by 2 points if 10% or more of the principal's students who fall into this category attend less than the 85% threshold for the current year. In no case will the application of any control or adjustment result in a principal's HEDI score being adjusted by more than 2 points.

In order to mitigate problematic incentives for principals, the District has an established process for early identification of attendance issues with students, designed to encourage parents to send their children to school regularly and encourage students to attend school. These interventions and processes consist of the following: regular (monthly) school level meetings to identify students experiencing issues with attendance, attendance letters, classroom and school newsletters, social worker, counselor or school resource officer involvement (as necessary) and conferences with parents and students regarding attendance.

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.

Achievement targets are set for each student. The number of students meeting the target will be divided by the total number of students for whom these targets are set to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure. Traditional rounding rules will apply and in no event will a principal's HEDI rating change as a result of rounding.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows: Domain 1 - Shared Vision of Learning 10 points; Domain 2 - School Culture and Instructional Program 21 points; Domain 3 - Safe, Efficient, Effective Learning Environment 10 points; Domain 4 - Community 8 points; Domain 5 - Integrity, Fairness, Ethics 6 points; Domain 6 - Political, Social, Economic, Legal and Cultural Context 5 points. At the beginning of each year, the principal, Assistant Superintendent for Curriculum and Instruction, and the Superintendent will determine what artifacts are appropriate evidence to supplement the on-site observations of the principal. The points will reflect each specific dimension within the domains. The scores of dimensions that are observed more than once will be averaged when calculating the final 0-60 HEDI score. General rounding rules will apply (i.e. 45.1 to 45, ...) and in no event will a principal's HEDI rating change as a result of rounding. Specifically, the evaluator will review all available data and evidence as the reflect the dimensions in each of the six domains. A principal's overall performance can be rated at any score from 0 to 60.

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

assets/survey-uploads/5143/179301-pMADJ4gk6R/Indian River MPPR Domain-HEDI Scale Breakdown_1.xls

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of

	learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of highly effective will range from 55 to 60.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of effective will range from 41 to 54.
Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of developing will range from 21 to 40.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by demonstrating poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of ineffective will range from 0 to 20.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55 - 60
Effective	41 - 54
Developing	21 - 40
Ineffective	0 - 20

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	2

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

10. Composite Scoring (Principals)

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Updated Tuesday, August 20, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55 - 60
Effective	41 - 54
Developing	21 - 40
Ineffective	0 - 20

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

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Updated Tuesday, August 27, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/189572-Df0w3Xx5v6/Indian River Principal Improvement Plan Final October 12, 2012.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:

A principal who receives a rating of ineffective or developing on the Composite Effectiveness Score of the APPR will be placed on a Principal Improvement Plan (PIP) according to the procedures outlined in Section 11.2 of this application.

To the extent that a principal wishes to issue an appeal of the overall composite score the following appeals procedure is established.

I. Appeals will be limited to the following situations:
a. A non-tenured principal may appeal only an ineffective APPR composite rating;
b. A tenured principal may appeal only an ineffective or a developing APPR composite rating;
c. Any principal may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating.

II. GROUNDS FOR APPEAL

The scope of an APPR rating appeal is limited to the following:

• The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-c;
• The adherence to the Commissioner's Regulations, as applicable to such reviews; and
• The District's issuance and/or implementation of the terms of a principal improvement plan ("PIP") under Education Law Section 3012-c.

III. PROHIBITION AGAINST MULTIPLE APPEALS

A principal may not file multiple appeals regarding the same APPR rating or PIP. All grounds for appeal must be raised with specificity within the one appeal permitted for the APPR or PIP, as applicable. Any grounds not raised at the time the appeal is filed shall be deemed waived and cannot be pursued.

IV. BURDEN OF PROOF

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

V. FILING AN APPEAL

A. Following a qualifying event per Section I above, the principal shall be encouraged and shall be entitled to schedule a follow-up meeting with the Superintendent/Supervisor to informally discuss any and all issues related to the composite APPR rating. This shall occur within ten (10) school days after the date on which the principal receives his/her APPR rating.
B. If unable to be resolved at the informal level, the principal has the right to commence a formal appeals process.
C. Formal appeals must be submitted in writing no later than fifteen (15) school days after the date on which the principal receives his/her composite APPR rating. If the principal is challenging the issuance of a PIP, the appeal must be filed no later than fifteen (15) school days of the issuance of the PIP. The appeal and supporting information must be filed with the District staff member who either (i) issued the APPR rating; or (ii) who is responsible for either the issuance or implementation of the terms of the principal's PIP, and the Superintendent of Schools.

D. The failure to file an appeal within the time frames specified in paragraph C, above, shall constitute a waiver of the right to be appeal, and the appeal shall be dismissed with prejudice.

E. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over the APPR rating being challenged, or the issuance/implementation of the terms of the PIP. Any documentation, materials or evidence in support of the challenge must be submitted with the appeal.

F. Any information not submitted by the principal at the time the appeal is filed will not be considered.

VI. DISTRICT'S RESPONSE TO AN APPEAL

A. Within fifteen (15) school days of receipt of an appeal, the District staff member who either (i) issued the APPR rating; or (ii) who is responsible for either the issuance or implementation of the terms of the PIP, must file a detailed written response to the appeal with the Superintendent of Schools. The response must include any and all documents or written materials specific to the point or points of disagreement that support the District's response and are relevant to the resolution of the appeal.

B. Any information that is not submitted at the time the response is filed shall not be considered in any deliberations related to the resolution of the appeal.

C. The principal initiating the appeal shall receive a copy of the response filed by the District, as well as any and all additional information submitted with the response, at the same time the District files its response with the Superintendent of Schools. If the principal is unavailable to personally receive the District's response at the time it is filed with the Superintendent of Schools, delivery of a copy of the District's response to the principal may be accomplished by either (1) placing the District's Response in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the District's Response to the principal at the principal's District e-mail address; or (3) mailing of the District's Response to the principal's last home address on file with the District on the same day the decision is filed with the Superintendent of Schools.

VII. REVIEW OF APPEAL

A. For each APPR appeal filed under this appeals process, a panel shall be established that acts as the final authority on that appeal (the "Panel"). The Panel shall consist of:

1. A Superintendent from one of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES (the "BOCES") component School Districts, selected by the Superintendent of Schools;

2. An administrator from either the BOCES or one of the BOCES component School Districts, selected by the appealing principal;

3. A third individual, also an employee of either the BOCES or one of the BOCES component School Districts, selected by the first two Panel members.

B. The Superintendent of Schools and the appealing principal shall each designate their respective Panel member selections within five (5) school days of the Superintendent of Schools' receipt of the appeal request. The Superintendent of Schools shall give notice of his/her designation in writing to the appealing principal, and the appealing principal shall give notice of his/her designation in writing to the Superintendent of Schools. Each designation shall include the name, title, and employer of the selected individual. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

C. Within five (5) school days of designation as Panel members, the two selected individuals shall designate the third Panel member, and notify the Superintendent of Schools and the principal in writing of the name, title, and employer of the third Panel member. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

D. The Panel shall coordinate with the Superintendent of Schools to ensure that each Panel member receives a copy of the appeal and a copy of the District's response to the appeal.

E. Within five (5) school days of designation of the third Panel member, the entire Panel shall meet to review the appeal and the District's response to the appeal. The Panel will not receive or take testimony, and shall review the merits of the appeal solely based on the written record. Notwithstanding the foregoing, in the event that the Panel determines that the appeal should be dismissed in accordance with section III or section V - paragraph D above, no meeting shall be necessary and the Panel may render its decision without having held a meeting to review the written evidence. In the event this occurs, the filing and notification required under paragraph F, below, shall occur on or before the date on which the Panel was to meet to review the appeal.

F. The Panel shall file a written decision on the appeal within fifteen (15) school days of the meeting referenced in paragraph E, above. The decision shall be filed with the Superintendent of Schools and a copy provided to both the appealing principal and the evaluator/person responsible for either issuing or implementing the terms of a PIP, contemporaneously with the filing of the written decision with the Superintendent of Schools. The decision shall be based on the written record, comprised of the principal's appeal papers and supporting information, as well as the response required under Section VI, above. This decision shall be final and binding. If the principal is unavailable to personally receive the decision at the time it is filed with the Superintendent of Schools, delivery of a copy of the decision to the principal may be accomplished by either (1) placing the decision in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the decision to the principal at the principal's District e-mail address; or (3) mailing of the decision to the principal's last home address on file with the District on the same day the decision is filed with the Superintendent of Schools.

G. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Panel may (i) set aside a rating if it has been affected by substantial error or defect; (ii)

modify a rating if it has been affected by substantial error or defect; or (iii) order a new evaluation if procedures have been violated.

H. The original decision, original appeal (and supporting information), and original response required under Article VI (and supporting information), shall be placed in the principal's personnel file.

I. The time frames specified in this Article may be extended by mutual consent of all parties. The consent must be in writing. For purposes of this paragraph, the written consent may be accomplished by electronic mail ("e-mail")

VIII. EXCLUSIVITY OF EDUCATION LAW SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal APPR or improvement plan. A principal may not resort to any other procedure for the resolution of challenges and appeals related to an APPR or improvement plan, including, but not limited to, any grievance procedure set forth in an applicable collective bargaining agreement, except as otherwise authorized by law.

Note: The District assures that the appeals process will be timely and expeditious in compliance with Education Law 3012-c. The District ensures the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c.

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

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

The supervisors of the eight building principals in this district are the Superintendent of Schools and the Assistant Superintendent for Curriculum and Instruction. Both of these individuals will serve as lead evaluators for the principals' APPR. The Superintendent and the Assistant Superintendent have attended numerous workshops to gain expertise in the evaluation of principals for the new APPR. Both the Superintendent and the Assistant Superintendent have attended workshops on principal evaluation offered by the State Education Department (10 days and 15 days respectively), including successful completion of calibration events. In addition, the Superintendent has attended two days of training on princpal evaluation offered by NYSCOSS - LEAF. The Superintendent has attended training specific to the Multidimensional Principal Performance Rubric offered by Jefferson-Lewis BOCES -one day. The Superintendent and the Assistant Superintendent will receive additional rubric specific training on the Multidimensional Principal Performance Rubric which will be used in this school district. The principals will also be included in this training. The Superintendent and Assistant Superintendent will attend additional professional development workshops and training as they are scheduled by SED, NYSCOSS and BOCES. As a part of their on-going training, the Superintendent and Assistant Superintendent will conduct a minimum of three school visitations of each probationary principal and two school visitations of each tenured principal using the Multidimensional Principal Performance Rubric, however, the Superintendent and Assistant Superintendent will be properly certified to conduct evaluations prior to the completion of the evaluation. The evidence gathered from the visitations, as well as the artifacts that have been submitted by the principal, will be reviewed independently by each lead evaluator and aligned to the rubric to determine a rating. This process will be used to ensure continued inter-rater reliability in addition to the successful principal calibration results already established. The evidence of all the training will be presented to the Board of Education who will certify that the Superintendent and the Assistant Superintendent are both highly qualified to be the lead evaluators for the principals' APPR. The Board will re-certify both lead evaluators each school year after reviewing the on-going training they have received.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals | Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals | Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked

11.6) Assurances -- Principals | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals | Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Wednesday, August 28, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/571087-3Uqgn5g9Iu/IRCSD APPR Certification Form of August 28, 2013.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.

Form 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
	4 – 8 ELA	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Grade Specific ELA Assessments
	4 - 8 Math	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Grade Specific Math Assessments
		○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	
		○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	

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

APPR Growth Measures and Local Measures
Point Scale Conversion

20 Point Scale

20 Point Scale		
HEDI	**Scale Point**	**% Meeting Target**
Highly Effective	**20**	**96-100**
	19	**91-95**
	18	**85-90**
Effective	**17**	**82-84**
	16	**80-81**
	15	**78-79**
	14	**76-77**
	13	**74-75**
	12	**72-73**
	11	**70-71**
	10	**68-69**
	9	**65-67**
Developing	**8**	**63-64**
	7	**60-62**
	6	**57-59**
	5	**54-56**
	4	**52-53**
	3	**50-51**
Ineffective	**2**	**36-49**
	1	**21-35**
	0	**0-20**

APPR Growth Measures and Local Measures
Point Scale Conversion

15 Point Scale

15 Point Scale		
HEDI	**Scale Point**	**% Meeting Target**
Highly Effective	**15**	**93-100**
	14	**85-92**
Effective	**13**	**81-84**
	12	**77-80**
	11	**74-76**
	10	**71-73**
	9	**68-70**
	8	**65-67**
Developing	**7**	**62-64**
	6	**59-61**
	5	**56-58**
	4	**53-55**
	3	**50-52**
Ineffective	**2**	**36-49**
	1	**21-35**
	0	**0-20**

APPR Growth Measures and Local Measures
Point Scale Conversion

20 Point Scale

20 Point Scale		
HEDI	**Scale Point**	**% Meeting Target**
Highly Effective	**20**	**96-100**
	19	**91-95**
	18	**85-90**
Effective	**17**	**82-84**
	16	**80-81**
	15	**78-79**
	14	**76-77**
	13	**74-75**
	12	**72-73**
	11	**70-71**
	10	**68-69**
	9	**65-67**
Developing	**8**	**63-64**
	7	**60-62**
	6	**57-59**
	5	**54-56**
	4	**52-53**
	3	**50-51**
Ineffective	**2**	**36-49**
	1	**21-35**
	0	**0-20**

Indian River Central School District
Teacher Rubric Score to Sub-Component Conversion Charts
Danielson 2007

Total Average Rubric Score	Category	Conversion score for composite	Total Average Rubric Score	Category	Conversion score for composite
Ineffective - 0-49			**Ineffective - 0-49**		
1		0	1.317		39
1.008		1	1.325		40
1.017		2	1.333		41
1.025		3	1.342		42
1.033		4	1.35		43
1.042		5	1.358		44
1.05		6	1.367		45
1.058		7	1.375		46
1.067		8	1.383		47
1.075		9	1.392		48
1.083		10	1.4		49
1.092		11	**Developing - 50 - 56**		
1.1		12	1.5		50
1.108		13	1.6		51
1.115		14	1.7		51
1.123		15	1.8		52
1.131		16	1.9		53
1.138		17	2		54
1.146		18	2.1		54
1.154		19	2.2		55
1.162		20	2.3		56
1.169		21	2.4		56
1.177		22	**Effective - 57 - 58**		
1.185		23	2.5		57
1.192		24	2.6		57
1.2		25	2.7		57
1.208		26	2.8		58
1.217		27	2.9		58
1.225		28	3		58
1.233		29	3.1		58
1.242		30	3.2		58
1.25		31	3.3		58
1.258		32	3.4		58
1.267		33	**Highly Effective - 59 - 60**		
1.275		34	3.5		59
1.283		35	3.6		59
1.292		36	3.7		60
1.3		37	3.8		60
1.308		38	3.9		60
			4		60

Indian River Danielson 2007

	Straight score	Points per Domain
Domain 1	4.000	"10/60"
Domain 2	4.000	"25/60"
Domain 3	4.000	"15/60"
Domain 4	4.000	"10/60"
Total	4.000	"60/60"

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

Domain and HEDI Conversion Scales

Weighted by Domain

66.800

166.800

100.000

66.800

4.000

Indian River Central School District
Annual Professional Performance Review

Teacher Improvement Plan (TIP)

Name_____School/Building_____ Initial Conference Date ___/___/___

Tenured: ____Yes ____No Probationary Period: (From) ___/___/___ (To) ___/___/___ Observation Date___/___/___

Evaluation Conference Date __/__/__ TIP Timeline: (From) ___/___/___ (To) ___/___/___

Team Members: _____ _____

_____ _____

<u>Areas for Improvement</u>: Identify specific areas in need of improvement. Develop specific behaviorally written goals for the teacher to accomplish during the period of the TIP.

<u>Expected Outcomes</u>: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic and achievable activities for the teacher.

<u>Resources</u>: Identify specific resources and support systems available to assist the teacher to improve performance.

<u>Responsibilities</u>: Identify responsibilities and steps to be taken by team members throughout the TIP.

<u>Evidence of Achievement</u>: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

Next Scheduled Observation ___/___/___

Teacher's Signature: _____ Date:___/___/___

Administrator's Signature: _____ Date: ___/___/___

Teacher Improvement Plan Chart

Area to be Improved	Objectives for Improvement	Self-Improvement Plan	Administrator/ Team's Plan to Assist Teacher	Improvement Measurement Criteria	Plan Evaluation Timeline

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

School: _____

APPR Growth Measures and Local Measures
Point Scale Conversion

20 Point Scale

20 Point Scale		
HEDI	**Scale Point**	**% Meeting Target**
Highly Effective	**20**	**96-100**
	19	**91-95**
	18	**85-90**
Effective	**17**	**82-84**
	16	**80-81**
	15	**78-79**
	14	**76-77**
	13	**74-75**
	12	**72-73**
	11	**70-71**
	10	**68-69**
	9	**65-67**
Developing	**8**	**63-64**
	7	**60-62**
	6	**57-59**
	5	**54-56**
	4	**52-53**
	3	**50-51**
Ineffective	**2**	**36-49**
	1	**21-35**
	0	**0-20**

APPR Growth Measures and Local Measures
Point Scale Conversion

15 Point Scale

15 Point Scale		
HEDI	**Scale Point**	**% Meeting Target**
Highly Effective	**15**	**93-100**
	14	**85-92**
Effective	**13**	**81-84**
	12	**77-80**
	11	**74-76**
	10	**71-73**
	9	**68-70**
	8	**65-67**
Developing	**7**	**62-64**
	6	**59-61**
	5	**56-58**
	4	**53-55**
	3	**50-52**
Ineffective	**2**	**36-49**
	1	**21-35**
	0	**0-20**

APPR Growth Measures and Local Measures
Point Scale Conversion

20 Point Scale

20 Point Scale		
HEDI	**Scale Point**	**% Meeting Target**
Highly Effective	**20**	**96-100**
	19	**91-95**
	18	**85-90**
Effective	**17**	**82-84**
	16	**80-81**
	15	**78-79**
	14	**76-77**
	13	**74-75**
	12	**72-73**
	11	**70-71**
	10	**68-69**
	9	**65-67**
Developing	**8**	**63-64**
	7	**60-62**
	6	**57-59**
	5	**54-56**
	4	**52-53**
	3	**50-51**
Ineffective	**2**	**36-49**
	1	**21-35**
	0	**0-20**

Indian River MPPR Domain Breakdown

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

Total Points	**60**	**51**	**32.5**	**0**

Rating	**Point Range**
Highly Effective	55-60
Effective	41-54
Developing	21-40
Ineffective	0-20

PRINCIPAL'S IMPROVEMENT PLAN

_____	_____	_____
Principal	Date	Superintendent/Supervisor
_____	____/____/____/____	_____
Building/Level	20 20 60 Total Score Breakdown	Rating Category

MPPR Rubric Standard-Indicator(s) Chosen for Improvement	Principal's Action Plan/Activities	District Responsibilities/Activities	Timeline of Progress & Review	Assessment Measures

Principal's Signature _____ Date_____

Superintendent/Designee Signature _____ Date _____

Meeting Date	Evaluator Comments of Progress	Evaluator Initials	Principal's Comments	Principal's Initials

Recommendation for Results of PIP

☐ The principal has met the performance goals identified through the PIP.

☐ The principal has not met the performance goals.

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of

growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

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

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of

growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

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

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

Highly Effective	55 - 60
Effective	41 - 54
Developing	21 - 40
Ineffective	0 - 20

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of

growth or achievement
Other Measures of Effectiveness

(60 points)

Overall

Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Friday, October 05, 2012
Updated Tuesday, November 27, 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/5276/189572-Df0w3Xx5v6/Indian River Principal Improvement Plan Final October 12, 2012.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:

A principal who receives a rating of ineffective or developing on the Composite Effectiveness Score of the APPR for the first time, will be placed on a Principal Improvement Plan (PIP) according to the procedures outlined in Section 11.2 of this application.

To the extent that a principal wishes to issue an appeal of the overall composite score the following appeals procedure is established.

I. Appeals will be limited to the following situations:

a. A non-tenured principal may appeal only an ineffective APPR composite rating;
b. A tenured principal may appeal only an ineffective or a developing APPR composite rating;
c. Any principal may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating.

II. GROUNDS FOR APPEAL

The scope of an APPR rating appeal is limited to the following:

• The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-c;
• The adherence to the Commissioner's Regulations, as applicable to such reviews; and
• The District's issuance and/or implementation of the terms of a principal improvement plan ("PIP") under Education Law Section 3012-c.

III. PROHIBITION AGAINST MULTIPLE APPEALS

A principal may not file multiple appeals regarding the same APPR rating or PIP. All grounds for appeal must be raised with specificity within the one appeal permitted for the APPR or PIP, as applicable. Any grounds not raised at the time the appeal is filed shall be deemed waived and cannot be pursued.

IV. BURDEN OF PROOF

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

V. FILING AN APPEAL

A. Following a qualifying event per Section I above, the principal shall be encouraged and shall be entitled to schedule a follow-up meeting with the Superintendent/Supervisor to informally discuss any and all issues related to the composite APPR rating. This shall occur within ten (10) school days after the date on which the principal receives his/her APPR rating.
B. If unable to be resolved at the informal level, the principal has the right to commence a formal appeals process.
C. Formal appeals must be submitted in writing no later than fifteen (15) school days after the date on which the principal receives his/her composite APPR rating. If the principal is challenging the issuance of a PIP, the appeal must be filed no later than fifteen (15) school days of the issuance of the PIP. The appeal and supporting information must be filed with the District staff member who either (i) issued the APPR rating; or (ii) who is responsible for either the issuance or implementation of the terms of the principal's PIP, and the Superintendent of Schools.

D. The failure to file an appeal within the time frames specified in paragraph C, above, shall constitute a waiver of the right to be appeal, and the appeal shall be dismissed with prejudice.

E. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over the APPR rating being challenged, or the issuance/implementation of the terms of the PIP. Any documentation, materials or evidence in support of the challenge must be submitted with the appeal.

F. Any information not submitted by the principal at the time the appeal is filed will not be considered.

VI. DISTRICT'S RESPONSE TO AN APPEAL

A. Within fifteen (15) school days of receipt of an appeal, the District staff member who either (i) issued the APPR rating; or (ii) who is responsible for either the issuance or implementation of the terms of the PIP, must file a detailed written response to the appeal with the Superintendent of Schools. The response must include any and all documents or written materials specific to the point or points of disagreement that support the District's response and are relevant to the resolution of the appeal.

B. Any information that is not submitted at the time the response is filed shall not be considered in any deliberations related to the resolution of the appeal.

C. The principal initiating the appeal shall receive a copy of the response filed by the District, as well as any and all additional information submitted with the response, at the same time the District files its response with the Superintendent of Schools. If the

principal is unavailable to personally receive the District's response at the time it is filed with the Superintendent of Schools, delivery of a copy of the District's response to the principal may be accomplished by either (1) placing the District's Response in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the District's Response to the principal at the principal's District e-mail address; or (3) mailing of the District's Response to the principal's last home address on file with the District on the same day the decision is filed with the Superintendent of Schools.

VII. REVIEW OF APPEAL

A. For each APPR appeal filed under this appeals process, a panel shall be established that acts as the final authority on that appeal (the "Panel"). The Panel shall consist of:

1. A Superintendent from one of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES (the "BOCES") component School Districts, selected by the Superintendent of Schools;

2. An administrator from either the BOCES or one of the BOCES component School Districts, selected by the appealing principal;

3. A third individual, also an employee of either the BOCES or one of the BOCES component School Districts, selected by the first two Panel members.

B. The Superintendent of Schools and the appealing principal shall each designate their respective Panel member selections within five (5) school days of the Superintendent of Schools' receipt of the appeal. The Superintendent of Schools shall give notice of his/her designation in writing to the appealing principal, and the appealing principal shall give notice of his/her designation in writing to the Superintendent of Schools. Each designation shall include the name, title, and employer of the selected individual. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

C. Within five (5) school days of designation as Panel members, the two selected individuals shall designate the third Panel member, and notify the Superintendent of Schools and the principal in writing of the name, title, and employer of the third Panel member. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

D. The Panel shall coordinate with the Superintendent of Schools to ensure that each Panel member receives a copy of the appeal and a copy of the District's response to the appeal.

E. Within five (5) school days of designation of the third Panel member, the entire Panel shall meet to review the appeal and the District's response to the appeal. The Panel will not receive or take testimony, and shall review the merits of the appeal solely based on the written record. Notwithstanding the foregoing, in the event that the Panel determines that the appeal should be dismissed in accordance with Article III or Article V - paragraph D, no meeting shall be necessary and the Panel may render its decision without having held a meeting to review the written evidence. In the event this occurs, the filing and notification required under paragraph F, below, shall occur on or before the date on which the Panel was to meet to review the appeal.

F. The Panel shall file a written decision on the appeal within fifteen (15) school days of the meeting referenced in paragraph E, above. The decision shall be filed with the Superintendent of Schools and a copy provided to both the appealing principal and the evaluator/person responsible for either issuing or implementing the terms of a PIP, contemporaneously with the filing of the written decision with the Superintendent of Schools. The decision shall be based on the written record, comprised of the principal's appeal papers and supporting information, as well as the response required under Section VI, above. This decision shall be final and binding. If the principal is unavailable to personally receive the decision at the time it is filed with the Superintendent of Schools, delivery of a copy of the decision to the principal may be accomplished by either (1) placing the decision in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the decision to the principal at the principal's District e-mail address; or (3) mailing of the decision to the principal's last home address on file with the District on the same day the decision is filed with the Superintendent of Schools.

G. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Panel may (i) set aside a rating if it has been affected by substantial error or defect; (ii) modify a rating if it has been affected by substantial error or defect; or (iii) order a new evaluation if procedures have been violated.

H. The original decision, original appeal (and supporting information), and original response required under Article VI (and supporting information), shall be placed in the principal's personnel file.

I. The time frames specified in this Article may be extended by mutual consent of all parties. The consent must be in writing. For purposes of this paragraph, the written consent may be accomplished by electronic mail ("e-mail")

Every effort will be made to adhere to the timeframes herein, in compliance with the timely and expeditious requirements of Education Law Section 3012-c.

VIII. EXCLUSIVITY OF EDUCATION LAW SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal APPR or improvement plan. A principal may not resort to any other procedure for the resolution of challenges and appeals related to an APPR or improvement plan, including, but not limited to, any grievance procedure set forth in an applicable collective bargaining agreement, except as otherwise authorized by law.

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.

The supervisors of the eight building principals in this district are the Superintendent of Schools and the Assistant Superintendent for Curriculum and Instruction. Both of these individuals will serve as lead evaluators for the principals' APPR. The Superintendent and the Assistant Superintendent have attended numerous workshops to gain expertise in the evaluation of principals for the new APPR. Both the Superintendent and the Assistant Superintendent have attended workshops on principal evaluation offered by the State Education Department (10 days and 15 days respectively), including successful completion of calibration events. In addition, the Superintendent has attended two days of training on princpal evaluation offered by NYSCOSS - LEAF. The Superintendent has attended training specific to the Multidimensional Principal Performance Rubric offered by Jefferson-Lewis BOCES -one day. During the first part of the 2012-13 school year, the Superintendent and the Assistant Superintendent will receive additional rubric specific training on the Multidimensional Principal Performance Rubric which will be used in this school district. The principals will also be included in this training. The Superintendent and Assistant Superintendent will attend additional professional development workshops and training as they are scheduled by SED, NYSCOSS and BOCES. As a part of their on-going training, the Superintendent and Assistant Superintendent will conduct a minimum of three school visitations of each probationary principal and two school visitations of each tenured principal using the Multidimensional Principal Performance Rubric during the 2012-13 school year. The evidence gathered from the visitations, as well as the artifacts that have been submitted by the principal, will be reviewed independently by each lead evaluator and aligned to the rubric to determine a rating. This process will be used to ensure continued inter-rater reliability in addition to the successful principal calibration results already established. The evidence of all the training will be presented to the Board of Education who will certify that the Superintendent and the Assistant Superintendent are both highly qualified to be the lead evaluators for the principals' APPR. The Board will re-certify both lead evaluators each school year after reviewing the on-going training they have received.

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

6. Additional Requirements - Teachers

Created Friday, September 21, 2012
Updated Tuesday, November 27, 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/5265/180231-Df0w3Xx5v6/TIP form IRC.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:

Each teacher will receive at least one observation formal or informal by the end of the first semester in the school year. In the case of a non-tenured teacher or a tenured teacher whose last APPR rating was ineffective, the teacher will receive a formal observation within the first 10 weeks of the school year. A teacher who receives an observation score, based solely on the 2007 Danielson rubric, in the developing or ineffective range may request another observation by the same or a different administrator.

A teacher who receives a rating of ineffective or developing on the Composite Effectiveness Score of the APPR for the first time, will be placed on a Teacher Improvement Plan (TIP) according to the procedures outlined in Section 6.2 of this application.

To the extent that a teacher wishes to issue an appeal of the overall composite score the following appeals procedure is established.

I. Appeals will be limited to the following situations:
a. A non-tenured teacher may appeal only an ineffective APPR composite rating;
b. A tenured teacher may appeal only an ineffective or a developing APPR composite rating;
c. Any teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating.

II. Appeal to Administrator:
a. A non-tenured teacher who receives a rating of ineffective on the Composite Effectiveness Score may appeal the rating to the appropriate administrator in writing no later than 15 school days after receiving the ineffective rating.
b. A tenured teacher who receives a rating of ineffective or developing on the Composite Effectiveness Score may appeal the rating to the appropriate administrator in writing no later than 15 school days after receiving the ineffective or developing rating.
c. Within 5 school days of receiving the appeal, the administrator will schedule a meeting with the teacher making the appeal. The teacher may bring a union representative to this meeting. The meeting will be held within 10 school days of the filing of the appeal unless it is mutually agreed upon between the teacher and the administrator to meet outside the 10-day requirement. Since the APPR may not be finalized prior to the end of the school year, allowances will be made for approved vacation time which will not count toward the 10-day requirement. The meeting will occur in a timely and expeditious manner and no later than 30 days after the filing of the appeal. The purpose of the meeting is to discuss the reasons for the appeal and to gather any information the teacher may wish to submit to the administrator for consideration.
d. Following this meeting, the administrator will consider all information received during the meeting and review all observation reports and other evidence used to determine the rating (if the appeal relates to the substance of the APPR) before rendering a final decision on the appeal. The administrator's decision will be rendered within 10 school days after meeting with the teacher.

III. Appeal to Review Team:
a. If the appeal to an administrator is not resolved, within 5 school days of the response from the adminstrator in II, the teacher may submit the documentation presented in the first appeal to the superintendent or his/her designee.
b. Within 5 school days of receiving documentation, the superintendent or his/her designee will convene a review team consisting of two mutually agreed upon teachers and two mutually agreed upon administrators chosen from prospective IREA and IRAPA pools(excluding the evaluating administrator and the evaluated teacher).
The role of the review team will be to evaluate facts and evidence submitted by the teacher and the evaluating administrator. The teacher and administrator will be given the opportunity to be interviewed by the review team, prior to the review team's discussion. All discussion will remain confidential.
c. Once convened, the review team will have 10 school days to come to a final decision. Having reached a final decision, the review team will notify the teacher, evaluating administrator, superintendent, and IREA President in writing within 5 school days of their final decision. If the review team is unable to reach a resolution, the review team will inform the teacher, evaluating administrator, superintendent and IREA President in writing

within 5 school days.

IV. Appeal to the Superintendent
a. If the appeal is not resolved, within 5 school days of the response from the review team, the teacher may re-submit the documentation to the superintendent or his/her designee.
b. The superintendent or his/her designee will then convene a hearing within 5 school days of receiving the documentation. Attendees at the hearing may include: the teacher, the evaluating administrator, members of the review team, and the IREA President or his/her designee.
c. The superintendent or his/her designee will render a final decision and notify the teacher, evaluating administrator, and IREA President in writing within 5 school days of the conclusion of the hearing.
d. In the event that Jefferson-Lewis BOCES establishes a regional appeals process, the teacher may choose the regional appeals option in place of the appeal to the superintendent.

V. Rebuttal to the Final Decision
a. The teacher may submit a rebuttal to the final decision within 5 school days.
b. The rebuttal will be placed with the performance evaluation in the teacher's personnel file.

Note: The District assures that the appeals process will be timely and expeditious in compliance with Education Law 3012-c. The District ensures the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c.

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 principals, district supervisors of special education, assistant principals and the Assistant Superintendent for Curriculum and Instruction will serve as the lead evaluators for the teachers in the Indian River Central School District. The District and the Indian River Education Association mutually agreed to utilize the Danielson 2007, Framework for Teaching Rubric. As a district with a network team equivalent, the Assistant Superintendent for Curriculum and Instruction is the main turnkey trainer for teacher evaluation training. The Assistant Superintendent attended 28 days of SED training during the 2011-12 school year centering on teacher evaluation. The District and the Assistant Superintendent provided professional development for 10 days on teacher evaluation for all evaluators through day-long and half-day workshops as well as during the course of monthly administrative meetings. The Assistant Superintendent continues to attend State Education Department trainings and will continue to serve as the District's turnkey trainer, providing the teacher evaluation training to principals and other administrators.

Through these trainings, the District has dedicated much training time with administrators to ensure a working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models. A main area of emphasis in the training provided has been evidence based observations. The District will continue to require lead evaluators to attend district sponsored and BOCES trainings to target the following areas that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned with the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; use of Children's Progress Academic Assessments, i-Ready Diagnostic Assessments, Jefferson-Lewis BOCES and District developed assessments; use of the state-wide instructional reporting system; the generation of scores for each subcomponent of the composite effectiveness score; and the evaluation of teachers with English Language Learners and Students with Disabilities.

In order to ensure and enhance inter-rater reliability, the District is conducting professional development for all evaluators through which the Danielson 2007 rubric is analyzed and applied to teacher scenarios. Each principal and administrator watches a video showing a classroom lesson and gathers evidence. At the conclusion of the video, the evidence is evaluated using the rubric. The principals and the administrators compare the evidence each gathered and their evaluation using the rubric. The discussion focuses on similarities and differences to teach everyone to gather appropriate evidence and apply the rubric accurately and consistently.

As a part of their on-going training, the Assistant Superintendent has initiated training with the administrators using the True North Logic technology platform. The platform is used to enable evaluators to "tag" their evidence using the rubric, based on videos of classroom lessons. The Assistant Superintendent will share the results with the administrators and factilitate review of the results to inform on-going professional development in teacher evaluation and to ensure inter-rater realiability. In addition, the Assistant Superintendent will conduct at least one walkthrough a year with each building and district wide administrator to evaluate his/her success at gathering evidence and applying the rubric. The data will be used to ensure inter-rater reliability at the building level.

The evidence from all the training will be presented to the Board of Education who will certify that each administrator is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the on-going training they have received.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, September 19, 2012
Updated Tuesday, November 27, 2012

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):

4-5
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
K-3	State assessment	New York State 3rd Grade ELA and Math State Assessments
K-3	State-approved 3rd party assessment	Children's Progress Academic Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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.	The same assessments will be used for all principals in the District's five K-3 schools. Growth targets will be set based on the pretest of the students in their respective grade levels. The targets will be set by the principal and approved by the Superintendent or his/her designee. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. Children's Progress Academic Assessments will be the final assessments in grades K-2, and the 3rd grade ELA and Math State assessments will be the final assessments in grade 3. The percentage of students meeting the growth taret will be converted to a scale score of 0 to 20. The negotiated scale is shown in 7.3. Principals can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state	The principal will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 7.3.

test).

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/5365/179300-lha0DogRNw/Indian River APPR Growth and Local Measures 20 Point Scale.docx

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.

Adjustments to a principal's HEDI score will be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

Using these three sub-groups, if greater than 10% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 1 point. If greater than 20% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 2 points.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	4-5	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment in ELA
	4-5	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment in Math
	6-8	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment in ELA
	6-8	(d) measures used by district for teacher evaluation	I-Ready Diagnostic Assessment in Math
	9-12	(d) measures used by district for teacher evaluation	Indian River CSD developed Grade Specific English Assessments
	9-12	(d) measures used by district for teacher evaluation	Indian River CSD developed Grade Specific Math Assessments

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.	There is one school with each of the grade level configurations listed in section 8.1 above. The same assessment will be used in all classrooms in the same grade level and course. The targets will be set by the principal and approved by the Superintendent or his/her designee. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15 points. The negotiated scale is shown in 8.1. Principals can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 8.1.

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

(No response)

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

assets/survey-uploads/5366/179346-qBFVOWF7fC/Indian River APPR Growth and Local Measures 15 Point Scale.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-3	(d) measures used by district for teacher evaluation	Children's Progress Academic Assessment for ELA
	K-3	(d) measures used by district for teacher evaluation	Chldren's Progress Academic Assessment for Math

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	There are five schools with the K-3 grade configuration. The same assessments will be used in all classrooms in the same grade level and courses in all five schools. The targets will be set by the principal and approved by the Superintendent or his/her designee. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points. The negotiated scale is shown in 8.2. Principals can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if 85% or greater of his/her students meet the achievement target. See scale at 8.2.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 8.2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 8.2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 8.2.

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

(No response)

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

assets/survey-uploads/5366/179346-T8MlGWUVm1/Indian River APPR Growth and Local Measures 20 Point Scale.docx

8.3) Locally Developed Controls

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

Adjustments to a principal's HEDI score will be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

Using these three sub-groups, if greater than 10% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 1 point. If greater than 20% of a principal's student roster falls into these categories, the principal's HEDI score will be adjusted by 2 points.

Student attendance is a significant factor in ensuring that students are provided with appropriate instruction so they can benefit from such and demonstrate learning. Given that the District has established an 85% threshold for student attendance, for students whose

attendance does not meet the 85% threshold, their individual target achievement scores would be adjusted downward by 10 points. Given that this may be a significant factor in any teacher's classroom or any principal's school, adjustments would be made to add a maximum of 2 points to a teacher's or principal's HEDI score.

In order to mitigate problematic incentives for teachers or principals, the District has an established process for early identification of attendance issues with students, designed to encourage parents to send their children to school regularly and encourage students to attend school. These interventions and processes consist of the following: regular (monthly) school level meetings to identify students experiencing issues with attendance, attendance letters, classroom and school newsletters, social worker, counselor or school resource officer involvement (as necessary) and conferences with parents and students regarding attendance.

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.

Achievement targets are set for each student. The number of students meeting the target will be divided by the total number of students for whom these targets are set to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

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

4. Other Measures of Effectiveness (Teachers)

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Danielson 2007 Rubric and will weight the four domains as follows: Domain 1 Planning and Preparation 10 Points; Domain 2 Classroom Environment 15 Points; Domain 3 Instruction 25 Points; Domain 4 Professional Responsibilities 10 Points. The 10 points from Domain 1 will be based on the pre-observation form(s) and other evidence of teacher planning practices. The 40 points from Domain 2 and 3 will be based on multiple classroom observations, including formal and informal observations. The 10 points from Domain 4 will be based on the summative evaluation and other measures of teacher professionalism and

effectiveness. At the beginning of each year, the appropriate artifacts in support of Domains 1 and 4 will be collaboratively determined by administration and teachers. It was agreed that no teacher can receive a rating of highly effective if the teacher has a score of 0 in any domain. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains. Specifically the evaluator will review all available data and evidence as they reflect the elements in each of the four domains. A teacher's overall performance can be rated at any score point from 0 to 60.

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/5091/169120-eka9yMJ855/Indian River CSD Teacher Rubric and Domain and HEDI Conversion Scales.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.	A rating of highly effective is achieved by demonstrating exemplary performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A rating of effective is achieved by demonstrating strong performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A rating of developing is achieved by demonstrating a need for improvement in the performance of planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A rating of ineffective results from poor performance in planning and preparation, classroom environment, instruction, and professional responsibilities and earning an overall score of 0-49 points.

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	2

4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

.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	i-Ready Diagnostic Assessment, Curriculum Associates
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment, Curriculum Associates

6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment, Curriculum Associates
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment, Curriculum Associates
8	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment, Curriculum Associates

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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.3.

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	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.3.

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/5139/178774-rhJdBgDruP/Indian River APPR Growth and Local Measures 15 Point Scale.docx

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	Children's Progress Academic Assessment
1	4) State-approved 3rd party assessments	Children's Progress Academic Assessment
2	4) State-approved 3rd party assessments	Children's Progress Academic Assessment
3	4) State-approved 3rd party assessments	Children's Progress Academic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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	Children's Progress Academic Assessment
1	4) State-approved 3rd party assessments	Children's Progress Academic Assessment
2	4) State-approved 3rd party assessments	Children's Progress Academic Assessment
3	4) State-approved 3rd party assessments	Children's Progress Academic Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting

	the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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
6	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed Social Studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Global 1 Social Studies Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Global 2 Social Studies Assessment
American History	5) District, regional, or BOCES–developed assessments	Indian River CSD developed American History Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school Social Studies assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Living Environment Science Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Chemistry Science Assessment
Physics	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Physics Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school Science assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Algebra 1 Math Assessment

Geometry	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Geometry Math Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Algebra 2 Math 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school Math assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Indian River CSD developed Grade 11 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed high school ELA assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other secondary English courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific English Assessments
	All other secondary Math courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Math Assessments
	All other secondary Science courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Science Assessments
	All other secondary Social Studies	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Social Studies Assessments
	All secondary Foreign Language courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Foreign Language Assessments
	All Technology courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Technology Assessments

	All Physical Education courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Physical Education Performance Assessments
	All Health courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Health Assessments
	All Art courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Art Portfolio Assessments
	All Music courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Music Performance Assessments
	All Family and Consumer Science courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Family and Consumer Science Assessments
	ESOL K-3	4) State-approved 3rd party	Children's Progress Academic Assessment
	ESOL 4-8	4) State-approved 3rd party	i-Ready Diagnostic Assessment
	ESOL 9-12	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific ESOL Assessments
	Library	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Library Portfolio Assessments
	All secondary Theatre courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Theatre Assessments
	All secondary Video Production courses	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Video Production Portfolio Assessments
	Reading K-3	4) State-approved 3rd party	Children's Progress Academic Assessment
	Reading 4-8	4) State-approved 3rd party	i-Ready Diagnostic Assessment
	Reading 9-12	5) District/regional/BOCES–developed	Indian River CSD developed grade and course specific Reading Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Indian River CSD developed course specific assessments and State approved 3rd party assessments in the courses listed above will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level and subject area. The targets will be set by the teacher and approved by the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all

	points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if 85% or more of his/her students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if 65% to 84% of his/her students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if 50% to 64% of his/her students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the achievement target. See scale at 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/178774-y92vNseFa4/Indian River APPR Growth and Local Measures 20 Point Scale.docx

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.

Adjustments to a teacher's HEDI score will be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

Using these three sub-groups, if greater than 10% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 1 point. If greater than 20% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 2 points.

Student attendance is a significant factor in ensuring that students are provided with appropriate instruction so they can benefit from such and demonstrate learning. Given that the District has established an 85% threshold for student attendance, for students whose attendance does not meet the 85% threshold, their individual target achievement scores would be adjusted downward by 10 points. Given that this may be a significant factor in any teacher's classroom or any principal's school, adjustments would be made to add a maximum of 2 points to a teacher's or principal's HEDI score.

In order to mitigate problematic incentives for teachers or principals, the District has an established process for early identification of attendance issues with students, designed to encourage parents to send their children to school regularly and encourage students to attend school. These interventions and processes consist of the following: regular (monthly) school level meetings to identify students

experiencing issues with attendance, attendance letters, classroom and school newsletters, social worker, counselor or school resource officer involvement (as necessary) and conferences with parents and students regarding attendance.

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.

Achievement targets are set for each student. The number of students meeting the target will be divided by the total number of students in the teachers' classes to identify the overall percentage of students meeting the target. The percentage is then converted to a scale score of 0 to 20 or 0 to 15. This method ensures proportional accountability based on the percentage of students assessed by each locally selected measure.

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

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

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	State-approved 3rd party assessment	Children's Progress Academic Assessment
1	State-approved 3rd party assessment	Children's Progress Academic Assessment
2	State-approved 3rd party assessment	Children's Progress Academic Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The SLOs for K-3 will utilize State approved 3rd party assessments. For grade 3, the Children's Progress

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Academic Assessment will be used as a pretest, and targets will be set for the 3rd grade State Assessment. The targets will be set by the teacher and approved by the principal. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The precentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated as developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Children's Progress Academic Assessment
1	State-approved 3rd party assessment	Children's Progress Academic Assessment
2	State-approved 3rd party assessment	Children's Progress Academic Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for K-3 Math will utilize State approved 3rd party assessments. For grade 3, the Children's Progress Academic Assessment will be used as a pretest, and targets will be set for the 3rd grade State assessment. The targets will be set by the teacher and approved by the principal. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting

	the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated as developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective is 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 7 Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for grades 6-7 Science will utilize the Jefferson-Lewis BOCES developed Science assessments. The SLO for 8th grade Science will utilize the Jefferson-Lewis BOCES developed Grade 8 Science assessment as a pre-test and targets will be set for students on the 8th grade State Science assessment. The targets will be set by the teacher and approved by the principal. The same assessments will be used across all classrooms in the same grade level. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Jefferson-Lewis BOCES developed Grade 8 Social Studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for grades 6-8 Social Studies will utilize the Jefferson-Lewis BOCES Social Studies assessments and will be rigorous and comparable. The same assessment will be used across all classrooms in the same grade level. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Indian River CSD developed Global 1 Social Studies Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for high school Social Studies Regents Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score or the District developed assessment for Global 1 score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.7) High School Science Regents Courses

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

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

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

Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for high school Regents Science courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for high school Regents Mathematics courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. The

	targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Indian River CSD developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Indian River CSD develolped Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The SLOs for high school English Language Arts courses will be rigorous and comparable. The Indian River CSD developed ELA assessments will be used for grades 9 and 10. The ELA Regents will be used for grade 11. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.

Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other secondary English courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific English Assessments
	All other secondary Math courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Mathematics Assessments
	All other secondary Science courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Science Assessments
	All other secondary Social Studies courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Social Studies Assessments
	All other secondary Foreign Language courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Foreign Language Assessments for French, German and Latin/Jefferson-Lewis BOCES developed Foreign Language Assessments for Spanish
	Grades 7 8 Technology (Industrial Arts) courses	District, Regional or BOCES-developed	Jefferson-Lewis BOCES developed grade and course specific Technology Assessments for grades 7 8 Technology courses
	Grades 9-12 Technology (Industrial Arts) courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Technology Assessments for grades 9-12 Technology courses
	All Health courses	District, Regional or BOCES-developed	Jefferson-Lewis BOCES developed grade and course specific Health Assessments
	All Art courses	District, Regional or BOCES-developed	Jefferson-Lewis BOCES developed grade and course specific Art Portfolio Assessments
	All Music courses	District, Regional or BOCES-developed	Jefferson-Lewis BOCES developed grade and course specific music performance assessments
	All Family and Consumer Science (HCS) courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Home Economics Assessments for grades 7-12 Home Economics courses
	ESOL	State Assessment	NYSESLAT
	All Physical Education courses	District, Regional or BOCES-developed	Jefferson-Lewis BOCES developed grade and course specific Physical Education performance assessments
	Library	District, Regional or BOCES-developed	Jefferson-Lewis BOCES developed grade and course specific library assessments
	All secondary Theatre courses	District, Regional or BOCES-developed	Jefferson-Lewis BOCES developed grade and course specific Theatre assessments

	All secondary Video Production and Web Design courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Video Production and Web Design Assessments
	Reading K-3	State-approved 3rd party assessment	Children's Progress Academic Assessment for grades K-2
	Reading 4-8	State-approved 3rd party assessment	i-Ready Diagnostic Assessment
	All secondary Business courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Business Assessments
	Grades 6 - 8 Computer Technology courses	District, Regional or BOCES-developed	Indian River CSD developed grade and course specific Computer Technology Assessments for grades 6-8

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.	The SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Growth targets will be set based on the prior academic performance of the students assigned to the teacher. The targets will be set by the teacher and approved by the principal. This prior performance will be the baseline and will be compared to the assessment/final examination score to determine growth. The percentage of students meeting the growth target will be converted to a scale of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/166497-TXEtxx9bQW/Indian River APPR Growth and Local Measures 20 Point Scale.docx

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.

Adjustments to a teacher's HEDI score will be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

Using these three sub-groups, if greater than 10% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 1 point. If greater than 20% of a teacher's student roster falls into these categories, the teacher's HEDI score will be adjusted by 2 points.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The District will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows: Domain 1 - Shared Vision of Learning 10 points; Domain 2 - School Culture and Instructional Program 21 points; Domain 3 - Safe, Efficient, Effective Learning Environment 10 points; Domain 4 - Community 8 points; Domain 5 - Integrity, Fairness, Ethics 6 points; Domain 6 - Political, Social, Economic, Legal and Cultural Context 5 points. At the beginning of each year, the principal, Assistant Superintendent for Curriculum and Instruction, and the Superintendent will determine what artifacts are appropriate evidence to supplement the on-site observations of the principal. The points will reflect each specific element within the domains. General rounding rules will apply (i.e. 45.1 to 45, ...). Specifically, the evaluator will review all available data and evidence as the reflect the elements in each of the six domains. A principal's overall performance can be rated at any score from 0 to 60.

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

assets/survey-uploads/5143/179301-pMADJ4gk6R/Indian River MPPR Domain-HEDI Scale Breakdown_1.xls

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of highly effective will range from 55 to 60.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of effective will range from 41 to 54.

Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of developing will range from 21 to 40.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by demonstrating poor performance in the following areas: creating a shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; and political, social, economic, legal and cultural context. The overall composite score for a rating of ineffective will range from 0 to 20.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55 - 60
Effective	41 - 54
Developing	21 - 40
Ineffective	0 - 20

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, August 23, 2012
Updated Monday, December 03, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 220301060000

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

220301060000

1.2) School District Name: INDIAN RIVER CSD

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

INDIAN RIVER CSD

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.

Not applicable

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)

12. Joint Certification of APPR Plan

Created Friday, October 12, 2012
Updated Friday, December 07, 2012

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/5581/194954-3Uqgn5g9Iu/IRCSD APPR Certification Form December 7, 2012.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.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 8/28/13

Teachers Union President Signature: Date: 8/28/13

Administrative Union President Signature: Date:

8/28/13

Board of Education President Signature: Date:

8-28-13