



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  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

June 6, 2014

**Revised**

Dr. Kristopher Harrison, Superintendent  
Irvington Union Free School District  
40 North Broadway  
Irvington, NY 10533

Dear Superintendent Harrison:

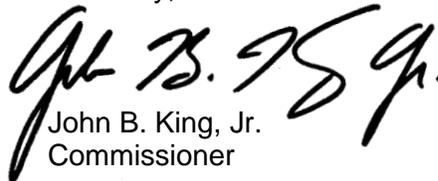
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

**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 Saturday, January 04, 2014

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 660402020000

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

660402020000

#### 1.2) School District Name: IRVINGTON UFSD

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

Irvington Union Free School District

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	District, regional, or BOCES-developed assessment	Irvington UFSD Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Irvington UFSD Developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Irvington UFSD Developed 2nd Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)

Note: An alternate growth model is provided in the 2.11 upload.

Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 60% of students meet or exceed the target score

## 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	District, regional, or BOCES-developed assessment	Irvington UFSD Developed K Math Assessment
1	District, regional, or BOCES-developed assessment	Irvington UFSD Developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Irvington UFSD Developed 2nd Grade Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)

Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more students meet or exceed the target score
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 60% of students meet or exceed the target score

## 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	Irvington UFSD Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Irvington UFSD Developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)  Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 60% of students meet or exceed the target score

## 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	Irvington UFSD Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Irvington UFSD Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Irvington UFSD Developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)
	Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District goals for similar students.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District goals for similar students.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 60% of students meet or exceed the target score

## 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 Irvington UFSD Developed Global 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment

American History	Regents assessment	Regents assessment
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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.	Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)
	Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District goals for similar students.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District goals for similar students.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 60% of students meet or exceed the target score

## 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	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment
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2.11, below.	will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)
	Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District goals for similar students.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District goals for similar students.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 60% of students meet or exceed the target score

## 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.	Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)
	Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration

will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.

For 2013-2014 only, the district will administer both the NYS Integrated Algebra Regents and NYS Common Core Algebra Regents (see chart 2.11). Thereafter we will use only the CC Algebra Regents. Teachers will use the higher of the two scores as applicable.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District goals for similar students.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District goals for similar students.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 60% of students meet or exceed the target score

## 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	Irvington UFSD Developed ELA 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Irvington UFSD Developed ELA 10 Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive 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.	<p>Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11)</p> <p>Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District goals for similar students.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District goals for similar students.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 60% of students meet or exceed the target score

## 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
English 12	District, Regional or BOCES-developed	Irvington UFSD Developed English 12 assessment
AP English Lit/Composition	District, Regional or BOCES-developed	Irvington UFSD Developed AP English Lit/Composition assessment
AP English Language/Composition	District, Regional or BOCES-developed	Irvington UFSD Developed AP English Language/Composition assessment
English 12 SUPA	District, Regional or BOCES-developed	Irvington UFSD Developed English 12 SUPA assessment
Public Speaking SUPA	District, Regional or BOCES-developed	Irvington UFSD Developed Public Speaking SUPA assessment
AP World	State Assessment	NYS Global History and Geography Regents
Women's Studies or Sociology	District, Regional or BOCES-developed	Irvington UFSD Developed Women's Studies or Sociology assessment
Economics	District, Regional or BOCES-developed	Irvington UFSD Developed Economics assessment
AP Macro	District, Regional or BOCES-developed	Irvington UFSD Developed AP Macro assessment
Intro to Engineering	District, Regional or BOCES-developed	Irvington UFSD Developed Intro to Engineering assessment
Physics Honors (Non-Regents)	District, Regional or BOCES-developed	Irvington UFSD Developed Physics Honors assessment
Physics (Non-Regents)	District, Regional or BOCES-developed	Irvington UFSD Developed Physics assessment
AP Environmental	District, Regional or BOCES-developed	Irvington UFSD Developed AP Environmental assessment
AP Chemistry	District, Regional or BOCES-developed	Irvington UFSD Developed AP Chemistry assessment
Pre-Calculus Honors	District, Regional or BOCES-developed	Irvington UFSD Developed Pre-Calculus Honors assessment
Pre-Calculus	District, Regional or BOCES-developed	Irvington UFSD Developed Pre-Calculus assessment
Fundamentals of College Algebra	District, Regional or BOCES-developed	Irvington UFSD Developed Fundamentals of College Algebra assessment

AP Calculus AB	District, Regional or BOCES-developed	Irvington UFSD Developed AP Calculus AB assessment
AP Calculus BC	District, Regional or BOCES-developed	Irvington UFSD Developed AP Calculus BC assessment
Latin 1	District, Regional or BOCES-developed	Irvington UFSD Developed Latin 1 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop Student Learning Objectives to measure growth through pre and post assessment. SLO targets will be approved by building administrators. The assessment will have an individual expected level of performance. This represents a tiered growth target. The number of students reaching their tiered growth target will be counted and converted to a percent. The percent will be converted to a HEDI score and all points within the range are attainable. (see chart 2.11) For courses using school wide measures HEDI scores will be based on the school wide percentage of students meeting their growth targets.  Note: An alternate growth model is provided in the 2.11 upload. Each fall teachers in collaboration with building administration will determine which target setting model to use. All teachers of the same grade/course and subject will select the same model.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District goals for similar students.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District goals for similar students.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 60% of students meet or exceed the target score

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/12186/577712-avH4IQNZMh/Irvington School District Form 2\_10\_All Other Courses March 28.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/12186/577712-TXEttx9bQW/Irvington Conversion Chart Task 2 May 2.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.

No controls, adjustments or special considerations will be utilized.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Irvington UFSD developed 4th grade math assessment
5	6(ii) School wide measure computed locally	Irvington UFSD developed 5th grade math assessment
6	6(ii) School wide measure computed locally	Irvington UFSD developed 6th grade ELA achievement assessment
7	6(ii) School wide measure computed locally	Irvington UFSD developed 7th grade ELA achievement assessment
8	6(ii) School wide measure computed locally	Irvington UFSD developed 8th grade ELA achievement 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.	The IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is
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established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Irvington UFSD developed 4th grade math assessment
5	6(ii) School wide measure computed locally	Irvington UFSD developed 5th grade math assessment
6	6(ii) School wide measure computed locally	Irvington UFSD developed 6th grade math assessment
7	6(ii) School wide measure computed locally	Irvington UFSD developed 7th grade math assessment
8	6(ii) School wide measure computed locally	Irvington UFSD developed 8th grade math 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.	The IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers.
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HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic. Scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 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/12149/577713-rhJdBgDruP/Irvington School District Local 20.pdf

## 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Irvington UFSD developed Kindergarten math assessment
1	6(ii) School-wide measure computed locally	Irvington UFSD developed 1st grade math assessment
2	6(ii) School-wide measure computed locally	Irvington UFSD developed 2nd grade math assessment
3	6(ii) School-wide measure computed locally	Irvington UFSD developed 3rd grade math 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.	The IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	85% or more students meet or exceed the target score

grade/subject.	
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Irvington UFSD developed K math achievement assessment
1	6(ii) School-wide measure computed locally	Irvington UFSD developed 1st grade math achievement assessment
2	6(ii) School-wide measure computed locally	Irvington UFSD developed 2nd grade math achievement assessment
3	6(ii) School-wide measure computed locally	Irvington UFSD developed 3rd grade math achievement 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.	The IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Irvington UFSD developed 6th grade science achievement assessment
7	6(ii) School wide measure computed locally	Irvington UFSD developed 7th grade science achievement assessment
8	6(ii) School wide measure computed locally	Irvington UFSD developed 8th grade science achievement 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 IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score

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

Fewer than 60% of students meet the target score

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Irvington UFSD developed 6th grade social studies achievement assessment
7	6(ii) School wide measure computed locally	Irvington UFSD developed 7th grade social studies achievement assessment
8	6(ii) School wide measure computed locally	Irvington UFSD developed 8th grade social studies achievement 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 IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic..
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Irvington UFSD developed Global 1 achievement assessment
Global 2	6(ii) School wide measure computed locally	Irvington UFSD developed Global 2 assessment
American History	6(ii) School wide measure computed locally	Irvington UFSD developed American History 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 IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic. Scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Irvington UFSD developed Living Environment assessment
Earth Science	6(ii) School wide measure computed locally	Irvington UFSD developed Earth Science assessment
Chemistry	6(ii) School wide measure computed locally	Irvington UFSD developed Chemistry assessment
Physics	Not applicable	Not Applicable

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 IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic. Scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 3.10) High School Math

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

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

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

Algebra 1	6(ii) School wide measure computed locally	Irvington UFSD developed Algebra assessment
Geometry	6(ii) School wide measure computed locally	Irvington UFSD developed Geometry assessment
Algebra 2	6(ii) School wide measure computed locally	Irvington UFSD developed Algebra 2 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 IUFSO district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 3.11) High School English Language Arts

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

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

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

Grade 9 ELA	6(ii) School wide measure computed locally	Irvington UFSD developed Grade 9 ELA achievement assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Irvington UFSD developed Grade 10 ELA achievement assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Irvington UFSD 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 IUFSO district-developed assessment will measure achievement rather than growth. Cut scores shall be determined by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

### 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
English 12	6(ii) School wide measure computed locally	Irvington UFSD Developed English 12 Achievement Assessment

AP English Lit/Composition	6(ii) School wide measure computed locally	Irvington UFSD Developed AP English Lit/Composition Achievement Assessment
AP English Language/Comprehension	6(ii) School wide measure computed locally	Irvington UFSD Developed AP English Language/Comprehension Achievement Assessment
English 12 SUPA	6(ii) School wide measure computed locally	Irvington UFSD Developed English 12 SUPA Achievement Assessment
AP World	6(ii) School wide measure computed locally	Irvington UFSD Developed AP World Achievement Assessment
Women's Studies or Sociology	6(ii) School wide measure computed locally	Irvington UFSD Developed Women's Studies/Sociology Achievement Assessment
Economics	6(ii) School wide measure computed locally	Irvington UFSD Developed Economics Achievement Assessment
AP Macro	6(ii) School wide measure computed locally	Irvington UFSD Developed AP Macro Achievement Assessment
Intro to Engineering	6(ii) School wide measure computed locally	Irvington UFSD Developed Intro to Engineering Achievement Assessment
Physics Honors (non-regents)	6(ii) School wide measure computed locally	Irvington UFSD Developed Physics Honors Achievement Assessment
Physics (non-regents)	6(ii) School wide measure computed locally	Irvington UFSD Developed Physics Achievement Assessment
AP Environmental	6(ii) School wide measure computed locally	Irvington UFSD Developed AP Environmental Achievement Assessment
AP Chemistry	6(ii) School wide measure computed locally	Irvington UFSD Developed Chemistry Achievement Assessment
Pre-Calculus Honors	6(ii) School wide measure computed locally	Irvington UFSD Developed Pre-Calculus Honors Achievement Assessment
Pre-Calculus	6(ii) School wide measure computed locally	Irvington UFSD Developed Pre-Calculus Achievement Assessment
Fundamentals of College Algebra	6(ii) School wide measure computed locally	Irvington UFSD Developed Fundamentals of Algebra Achievement Assessment
AP Calculus AB	6(ii) School wide measure computed locally	Irvington UFSD Developed AP Calculus AB Achievement Assessment
AP Calculus BC	6(ii) School wide measure computed locally	Irvington UFSD Developed AP Calculus BC Achievement Assessment
Latin 1	6(ii) School wide measure computed locally	Irvington UFSD Developed Latin 1 Achievement Assessment
Public Speaking SUPA	6(ii) School wide measure computed locally	Irvington UFSD Developed Public Speaking SUPA Achievement Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The IUFSD district-developed assessment will measure achievement rather than growth. Cut scores shall be determined
--	---

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

by teachers in the same grade level/subject or course in collaboration with building principals. Cut scores will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the cut score for individual courses/grade levels/subject areas is established, the scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. HEDI scores will be based on school wide percentage of students who met or exceed the achievement target. See the uploaded graphic.scoring bands on the attached chart will be utilized to determine the number of points assigned to teachers. See the uploaded graphic.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% or more students meet or exceed the target score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70% to 84% of students meet or exceed the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% to 69% of students meet or exceed the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

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)

assets/survey-uploads/12149/577713-Rp0Ol6pk1T/Irvington School District Form 3\_12\_All Other Courses Local Measures 2013 May 5.doc

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/577713-y92vNseFa4/Irvington School District Local 20.pdf

### 3.14) Locally Developed Controls

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

No adjustment, controls or special considerations will be utilized.

### 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.

No teachers will use more than one 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

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013  
Updated Wednesday, May 28, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

Second Rubric, if applicable	(No response)
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### 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]	31
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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.

Final Evaluation Scoring: All summative point values are attainable. The four Domains are weighted based on the guidance from the state, which requires teacher observation to account for 52% of the total point value.

Structured Review of Teacher Practices:

Evidence binders will be used as a repository for evidence of Domains 1 and IV Various evidence reflecting Domains I and IV will be reviewed by lead evaluators. For each component of Domains 1 and 4 a rubric score of 1 to 4 is assigned and weighted using the attached flow chart.

Teacher Observation

Domains II and III will include observations, feedback forms and other artifacts a teacher may choose to include. . For each component of Domains 2 and 3 a rubric score of 1 to 4 is assigned and weighted using the attached flow chart. Walk-throughs observations are used to collect additional evidence. Final ratings are based on all the evidence collected and observed throughout the year.

The point allocations for observations and structured review are accounted for using the weighted percentages in the flow chart.

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

assets/survey-uploads/12179/577714-eka9yMJ855/Local 60 Worksheet - Final\_1.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed district expectations and standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet district expectations and standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet district expectations and standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet district expectations and standards.

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

Formal/Long	2
Informal/Short	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
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---

Informal/Short	0
----------------	---

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

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- In Person

---

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

---

- In Person

---

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

---

Formal/Long	2
Informal/Short	1
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 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?

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- In Person

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# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, January 21, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, June 05, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/577716-Df0w3Xx5v6/Irvington Union Free School District Teacher Improvement Plan\_1.pdf

### 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:

Irvington Union Free School District  
APPR – Appeals Process for Teachers  
Appeal of Evaluations

1. Performance ratings of “ineffective” and “developing” are the only ratings subject to appeal. Teachers who receive a rating of “highly effective,” or “effective” shall not be permitted to appeal their rating.

2. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan.

#### Appeals of "Developing" Performance Ratings

1. Within five (5) calendar days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools.

2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

- a. the substance of the annual professional performance review;
- b. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- c. the school district's adherence to the regulations of the commissioner;
- d. the school district's compliance with any applicable locally negotiated procedures; and
- e. the school district's issuance and/or implementation of the terms of the teacher improvement plan.

3. Within ten (10) calendar days of receipt of the appeal, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum.

#### Appeals of "Ineffective" Performance Ratings

1. Within five (5) calendar days of the receipt of a teacher's annual evaluation, the teacher may request, in writing, review by the Superintendent of Schools.

2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

- a. the substance of the annual professional performance review;
- b. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- c. the school district's adherence to the regulations of the commissioner;
- d. the school district's compliance with any applicable locally negotiated procedures; and
- e. the school district's issuance and/or implementation of the terms of the teacher improvement plan.

3. Within ten calendar days of receipt of the appeal, the Superintendent of Schools shall render a final and binding determination, in writing, respecting all appeals brought under sub-sections a-c and e hereinabove. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum.

4. In the event the evaluated teacher believes that that the District failed to comply with any locally negotiated procedures with respect to the evaluation process and disagrees with the Superintendent's determination in this regard, he/she shall be afforded grievance and arbitration rights in connection with said appeal in accordance with Article XI of the parties' collective bargaining agreement. The losing party in such arbitration shall pay for 75% of the costs associated with the arbitration, with the exception of legal fees.

5. The parties herewith acknowledge that the evaluated teacher may only grieve and arbitrate the school district's compliance with any applicable locally negotiated procedures. No appeals may be brought to grievance and and/or arbitration for any other reason, including but not limited to the reasons set forth in sub-section 2(a-c, e) above. All steps and the resolution of the appeal through the CBA will be timely and expeditious in accordance with Education Law 3012-C.

#### Teacher Improvement Plan

The improvement plan will be developed and implemented by the affected teacher and administrator within one month of notification from the administrator that an improvement plan must be developed and implemented. The improvement plan will be presented to the teacher within 10 days of the start of the school year. In the event the affected teacher refuses to participate in the development and/or implementation of the improvement plan, the District will develop and provide the said improvement plan to the employee therefore meeting the District's statutory obligations with respect to Teacher Improvement Plans. TIP appeals will follow the same time frame as specified above for developing ratings.

#### Prospective APPR Regulations

The parties shall continue to negotiate with respect to the remaining provisions of the District's Annual Professional Performance Review Plan, or then current labor agreement as required by the provisions of Section 3012-c of the Education Law.

The Authority of the Arbitrator shall be as follows:

Other than appeals brought by teachers receiving an ineffective rating asserting that the District failed to comply with any applicable negotiated procedures, any arbitrator appointed pursuant to this contract shall be wholly without authority to consider, apply or interpret any provision of the District's APPR Plan, Section 3012-c of the Education Law, or any Regulation of the Commissioner of Education arising under Section 3012-c of the Education Law, or a dispute arising thereunder.

#### Conflicts

Nothing contained in this labor agreement shall conflict with, nor be determined to conflict with the annual professional performance review Regulations of the Commissioner of Education which have been and may hereafter be issued, nor with the provisions of Section 3012-c of the Education Law of the State of New York, and any amendments thereto. If it is determined by a final court of competent

jurisdiction that a conflict exists, the law and the aforesaid Regulations shall govern.

## 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.

1. The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner's Regulation. Lead Evaluators are defined as District administrators. [30-2.9(a)]
2. The District has and will continue to provide training to Evaluators and Lead Evaluators through the PNW BOCES RTTT Evaluator Training program.
3. Through bi-monthly meetings of the Instructional Leadership team, the team of evaluators will continue working to build inter-rater reliability. This training will include both individual and group designed to develop a common understanding and set of expectations for observation and evaluation.
4. The District will continue to provide ongoing training for Evaluators and Lead Evaluators through PNW BOCES RTTT Evaluator Training program with multiple offerings throughout the school year working on more advanced levels of the nine components under 30-2.9B of Commissioner's Regulation as well as more in-depth work toward inter-rater reliability. The minimum duration of training will be 2 days per year.
5. Our BOE will recertify each Lead Evaluator every year.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

## Page 1

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

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

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

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

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

4-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists  
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms  
 List of State-approved 3<sup>rd</sup> 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
Dows Lane K-3	State assessment	3rd Grade NYS Math & ELA Assessment
Dows Lane K-3	District, regional, or BOCES-developed	Irvington Locally Developed Grade Specific Math & ELA 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. 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 results of each SLO will be weighted proportionality based on the number of students in each SLO. Principals will develop tiered growth targets using baseline data. The Superintendent will approve these targets for the principal. HEDI points will be assigned based on the percentage of students who meet or exceed their growth targets. If Principals have more than one 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.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85% of students meet or exceeds the target score

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% to 84% of students meets or exceeds the target score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	60% to 69% of students meet or exceeds the target score
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Fewer than 60% of students meet the target score

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

assets/survey-uploads/12156/577717-lha0DogRNw/Irvington Conversion Chart Task 2 May 2.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.

(No response)

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked

7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, May 05, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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	NYS 4th grade science assessment
6-8	(d) measures used by district for teacher evaluation	NYS 8th grade science assessment
6-8	(d) measures used by district for teacher evaluation	NYS Earth Science Regents
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	State assessment will be used for all students in the grade level and course. Targets will be set by principals and approved by the Superintendent based on historical data with the expectation that achievement targets for students will meet or exceed past performance. The Middle School Principal will use a combination of 2 assessments to allow for the inclusion of all 8th graders. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15 points. Principals can achieve all scale points from 0 to 15. See attached table. A 20 point score will be determined using the uploaded chart prior to the implementation of the value added chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% of students meet or exceed the target score
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70%-84% of students meet or exceeds the target score

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

60%-69% of students meet or exceeds the target score

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

Fewer than 60% of students meet the target score

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

(No response)

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

assets/survey-uploads/12190/577718-qBFVOWF7fC/Irvington School District Local 20.pdf

## 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 9<sup>th</sup> and/or 10<sup>th</sup>

grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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	Irvington UFSD developed 3rd grade math 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.	The same assessments will be used in all classrooms in the same grade level. Targets will be set by principals and approved by the Superintendent based on historical data with the expectation that achievement targets for students will meet or exceed past performance. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20 points. Principals can achieve all scale points from 0 to 20. See uploaded chart in 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% of students meet or exceed the target score
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70%-84% of students meet or exceeds the target score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60%-69% of students meet or exceeds the target score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of students meet the target score

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

(No response)

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

assets/survey-uploads/12190/577718-T8MIGWUVm1/Irvington School District Local 20.pdf

### 8.3) Locally Developed Controls

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

No adjustments, controls or special considerations will be utilized.

### 8.4) Principals with More Than One Locally Selected Measure

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

The Middle School Principal will use a combination of 2 assessments to allow for the inclusion of all 8th graders. The percentage of students meeting the achievement target for each measure will be converted to a scale score of 0 to 20 points (0-15 for value added). The two scores will be averaged and normal rounding rules will apply. Principals can achieve all scale points from 0 to 20 (0-15 for value added). See attached table.

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

## 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.

9.1) Principal Practice Rubric   Rubric	McRel Principal Evaluation System
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Second rubric (if applicable)	(No response)
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### 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
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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](#)

(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)

### 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 Superintendent or designee will conduct a minimum of six observations (one unannounced) of each principal and will rate performance of the 21 components in the three domains of the rubric. Ratings from each component will be combined and averaged based on the McREL NYSED Numeric Conversion system . Where a component is observed more than once a score will be assigned each time and the scores will be averaged when calculating the final rubric score.

Not Demonstrated  
 Ineffective 1  
 Developing 2  
 Effective 3  
 Highly Effective 4

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

assets/survey-uploads/12205/577719-pMADJ4gk6R/Irvington 9 7 Local 60 Principals.xlsx

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed district expectations and standards.
Effective: Overall performance and results meet standards.	Overall performance and results meets district expectations and standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet district expectations and standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet district expectations and standards.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, August 13, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

##### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, May 02, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/577721-Df0w3Xx5v6/Irvington Union Free School District Principal Improvement Plan.pdf](#)

### 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:

Irvington Union Free School District  
APPEAL PROCEDURE under the new APPR for Building Principals  
APPEAL OF EVALUATION

1. The annual evaluation shall be presented to the Building Principal at a meeting between the administrator and the Superintendent of Schools no later than September 1st of the subsequent school year..

2. Within five (5) business days of the receipt of a building principal's annual evaluation from the Superintendent of Schools, the administrator may appeal an evaluation indicating an overall rating of ineffective or developing, in writing, to the Superintendent of Schools or his/her designee.

3. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. As set forth in Section 3012-c of the Education Law, the evaluated administrator may only challenge:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
- the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of the administrator's improvement plan.

4. Within ten (10) business days of receipt of the appeal, the Superintendent of Schools or his/her designee shall convene a three member appeals committee which will include: a superintendent's designee, an IAA designee (no IAA designee will be a unit member currently subject to an appeal) and a mutually agreed upon person, [such as an experienced school/district administrator or BOCES representative). Agreement of the third person will be made within 5 days of the receipt of the appeal. If parties cannot agree an extension of no more than 5 days will be allowed to arrive at a mutually agreed upon person. This committee will render a final and binding determination, in writing, within 15 business days of first convening, of the appeals committee. These time frames may be extended by mutual agreement of the parties but will be completed in a timely and expeditious manner in accordance with Education Law 3012-C.'

5. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected from a list of potential arbitrators provided by the American Arbitration Association who shall make a final and binding decision upon the appeal of the APPR evaluation and/or PIP in a timely and expeditious manner. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration within ten (10) days from the submission to the Arbitrator as listed above. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing within five (5) days of the request to the Arbitrator and copied to the other party for the Arbitrator review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. The Arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or PIP.

6. "Business days" shall include the summer recess period.

## 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.

As the sole evaluator of principals in the Irvington Union Free School District, the Superintendent will be properly trained in the nine elements included in 30-2.9B of the Regents rules. Training will be completed through the Putnam/Northern Westchester BOCES RTTT training program, which will consist of a number of full-day trainings and shorter workshops throughout the year. Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within the McRel's Principal Evaluation System will take place for the professional growth of the Superintendent and the administrative team. All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that he be certified to conduct principal evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for the Superintendent to be recertified each year. Training will consist of a minimum of 2 days each year.

## 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

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• Checked

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## 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 Thursday, June 05, 2014

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### Page 1

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

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

[assets/survey-uploads/12158/577722-3Uqgn5g9Iu/District Certification Form June 6.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."

<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Latin 2	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Latin II Assessment
Latin 3	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Latin III Assessment
Spanish II	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish II Assessment
Spanish III Honors	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish III Honors Assessment
Spanish IV Honors	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish IV Honors Assessment
Spanish IV	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish IV Assessment
Spanish V Honors	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish V Honors Assessment
French 2	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French II Assessment
French 1	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French I Assessment
French 3/3H	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French III/IIIH Honors Assessment
French 4/5H	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French IV/V Honors

		Assessment
French 4 Honors	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French IV Honors Assessment
AP French 5	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed AP French V Assessment
Physical Education 9-12	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Course Specific Physical Education Assessment
Health	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Health Assessment
HS Band	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Band Assessment
HS Orchestra	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Orchestra Assessment
Design and Drawing	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Design and Drawing Assessment
Studio Art	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Studio Art Assessment
Photography	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Photography Assessment
Academic Support	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Academic Support Assessment
ESL 9-12	<input type="radio"/> State Assessment	NYSESLAT
Physical Education 6	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Physical Education 6 Assessment
Physical Education 7	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Physical Education 7

		Assessment
Physical Education 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Physical Education 8 Assessment
Spanish 6	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish 6 Assessment
Spanish 7	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish 7 Assessment
Spanish 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Spanish 8 Assessment
French 6	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French 6 Assessment
French 7	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French 7 Assessment
French 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed French 8 Assessment
Band 6, 7, or 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific Band Assessment
Orchestra 7/8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific Orchestra Assessment
Chorus 6, 7, or 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific Chorus Assessment
Drama 6	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed 6 <sup>th</sup> Grade Drama Assessment
Health 6, 7, 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific Health Assessment
H & C 6, 7, 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific Home &

		Careers Assessment
Studio Art	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Studio Art Assessment
Art 6	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Art 6 Assessment
Art 7	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Art 7 Assessment
Art 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Art 8 Assessment
Technology 7 & 8	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Level Specific Technology Assessment
Reading Remedial 7	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed 7 <sup>th</sup> Grade Reading Assessment
General Music 4	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed General Music 4 Assessment
General Music 5	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed General Music 5 Assessment
Art 4	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Art 4 Assessment
Art 5	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Art 5 Assessment
Band 4	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Band 4 Assessment
Band 5	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed and 5 Assessment
Physical Education 4 or 5	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific PE Assessment

Art K-3	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific Art Assessment
Physical Education K-3	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific PE Assessment
General Music K-3	<input type="radio"/> District, Regional or BOCES-developed	Irvington School District Locally Developed Grade Specific Music Assessment
Development Enhancement Program	<input type="radio"/> State Assessment	New York State Alternative Assessment
Library Grade K-3	<input type="radio"/> School/BOCES Wide, Group or Team Results based on State Assessments	NY State Grade 3 ELA Assessment
Library Grades 4-5	<input type="radio"/> School/BOCES Wide, Group or Team Results based on State Assessments	NY State Grade 4 and 5 ELA Assessment
Speech/Language	<input type="radio"/> School/BOCES Wide, Group or Team Results based on State Assessments	NY State Grade Appropriate ELA Assessment

Irvington Union Free School District

Below are the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers/principals based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent.

Student Learning Objectives (SLO) – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	<50%	50-54%	55-59%	60%	61%	62-63%	64-65%	66-67%	68-69%	70%	71%	72%	73-74%	75-76%	77-78%	79-80%	81-82%	83-84%	85%	86-89%	≥90%

### Alternate Target Setting Model

- Each student has an individual, differentiated target that is based on individual baseline academic performance (past performance trends, historical data, etc.). This target is approved by a building administrator.
- Individual students exceed (3 points), meet (2 points), approach (1 point), or decline (0 points) in comparison to the target set. The district will determine how "approaching the target" and "meeting the target" are defined to ensure that expectations are the same across classrooms. This determination will be made each fall.
- Evaluator provides one score between 0-20 points based on the average 0-3 score for students using the conversion chart below.

### Student Learning Objectives (SLO) – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	0-.19	.20-.39	.40-.59	.60-.69	.70-.79	.80-.89	.90-.94	.95-.99	1.0-1.1	1.2-1.4	1.5-1.6	1.7	1.8	1.9-2.0	2.1	2.2	2.3	2.4	2.5-2.6	2.7-2.8	2.9-3.0

The 0-3 scores listed are the minimum scores necessary to receive the corresponding number of HEDI points.

Irvington Union Free School District

Below are the district-adopted expectations for the level of growth or achievement needed for a teacher/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 teacher/principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Local Measure – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	<50%	50-54%	55-59%	60%	61%	62-63%	64-65%	66-67%	68-69%	70%	71%	72%	73-74%	75-76%	77-78%	79-80%	81-82%	83-84%	85%	86-89%	≥90%

Local Measure – Assigning of Points (for use with value-added)

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	<50%	50-54%	55-59%	60-61%	62-63%	64-65%	66-67%	68-69%	70-71%	72-73%	74-75%	76-78%	79-81%	82-84%	85-89%	≥90%

### Form 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 an attachment.

Course(s) or Subject(s)	Option	Assessment
Latin 2	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Latin II Achievement Assessment
Latin 3	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Latin III Achievement Assessment
Spanish II	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish II Achievement Assessment
Spanish III Honors	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish III Honors Achievement Assessment
Spanish IV Honors	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish IV Honors Achievement Assessment
Spanish IV	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish IV Achievement Assessment
Spanish V Honors	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish V Honors Achievement Assessment
French 2	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French II Achievement Assessment
French 1	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French I Achievement Assessment
French 3/3H	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French III/IIIH Honors

		Achievement Assessment
French 4/5H	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French IV/V Honors Achievement Assessment
French 4 Honors	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French IV Honors Achievement Assessment
AP French 5	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed AP French V Achievement Assessment
Physical Education 9-12	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Physical Education Achievement Assessment
Health	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Health Achievement Assessment
HS Band	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Band Achievement Assessment
HS Orchestra	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Orchestra Achievement Assessment
Design and Drawing	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Design and Drawing Achievement Assessment
Studio Art	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Studio Art Achievement Assessment
Photography	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Photography Achievement Assessment
Academic Support	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Academic Support

		Achievement Assessment
ESL 9-12	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Level Specific ESL Achievement Assessment
Physical Education 6	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Physical Education 6 Achievement Assessment
Physical Education 7	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Physical Education 7 Achievement Assessment
Physical Education 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Physical Education 8 Achievement Assessment
Spanish 6	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish 6 Achievement Assessment
Spanish 7	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish 7 Achievement Assessment
Spanish 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Spanish 8 Achievement Assessment
French 6	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French 6 Achievement Assessment
French 7	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French 7 Achievement Assessment
French 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed French 8 Achievement Assessment
Band 6, 7, or 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Band 6,7,

		8 Achievement Assessment
Orchestra 7/8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Orchestra 7/8 Achievement Assessment
Chorus 6, 7, or 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Chorus Achievement Assessment
Drama 6	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed 6 <sup>th</sup> Grade Drama Achievement Assessment
Health 6, 7, 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Health Achievement Assessment
H & C 6, 7, 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Home & Careers Achievement Assessment
Studio Art	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Studio Art Achievement Assessment
Art 6	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Art 6 Achievement Assessment
Art 7	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Art 7 Achievement Assessment
Art 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Art 8 Achievement Assessment
Technology 7 & 8	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Technology Achievement Assessment
Reading Remedial 7	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed 7 <sup>th</sup> Grade Reading

		Achievement Assessment
General Music 4	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed General Music 4 Achievement Assessment
General Music 5	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed General Music 5 Achievement Assessment
Art 4	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Art 4 Achievement Assessment
Art 5	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Art 5 Achievement Assessment
Band 4	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Band 4 Achievement Assessment
Band 5	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Band 5 Achievement Assessment
Physical Education 4 or 5	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific PE Achievement Assessment
Art K-3	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Art Achievement Assessment
Physical Education K-3	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific PE Achievement Assessment
General Music K-3	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Music Achievement Assessment
Development Enhancement Program	<input type="radio"/> School-wide measure computed locally	New York State Alternative Assessment

Library Grade K-3	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Library Achievement Assessment
Library Grades 4-5	<input type="radio"/> School-wide measure computed locally	Irvington School District Locally Developed Grade Specific Library Achievement Assessment

Irvington Union Free School District

Below are the district-adopted expectations for the level of growth or achievement needed for a teacher/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 teacher/principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Local Measure – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	<50%	50-54%	55-59%	60%	61%	62-63%	64-65%	66-67%	68-69%	70%	71%	72%	73-74%	75-76%	77-78%	79-80%	81-82%	83-84%	85%	86-89%	≥90%

Local Measure – Assigning of Points (for use with value-added)

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	<50%	50-54%	55-59%	60-61%	62-63%	64-65%	66-67%	68-69%	70-71%	72-73%	74-75%	76-78%	79-81%	82-84%	85-89%	≥90%

	Danielson's Framework for Teaching (2011 Revised Edition)	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9		
		Determine Relative Value of Each Domain	Determine Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Teacher a Rating of 1-4	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Total	Negotiate HEDI Bands	Negotiate Conversion Chart			
<b>Domain 1: Instruction</b>	Conversion Flow Chart	24%						H=59-60	Average Rubric Score	Conversion Score		
	A. Knowledge of Content and Pedagogy		17%		0			E=57-58	<b>Column1</b>	<b>Column2</b>	<b>Column3</b>	<b>Column4</b>
	B. Knowledge of Students		17%		0			D=50-56	1.0	0		
	C. Setting Instructional Outcomes		16%		0			I=0-49	1.01-1.02	1	1.61-1.62	31
	D. Knowledge of Resources		17%		0				1.03-1.04	2	1.63-1.64	32
	E. Designing Coherent Instruction		16%		0				1.05-1.06	3	1.65-1.66	33
	F. Designing Student Assessments		17%		0				1.07-1.08	4	1.67-1.68	34
			100%		0	0	0		1.09-1.1	5	1.69-1.7	35
<b>Domain 2: Classroom Environment</b>		26%							1.11-1.12	6	1.71-1.72	36
	A. Respect and Rapport		20%		0				1.13-1.14	7	1.73-1.74	37
	B. Culture for Learning		20%		0				1.15-1.16	8	1.75-1.76	38
	C. Managing Classroom Procedures		20%		0				1.17-1.18	9	1.77-1.78	39
	D. Managing Student Behavior		20%		0				1.19-1.2	10	1.79-1.8	40
	E. Organizing Physical Spaces		20%		0				1.21-1.22	11	1.81-1.82	41
			100%			0	0		1.23-1.24	12	1.83-1.84	42
<b>Domain 3: Instruction</b>		26%							1.25-1.26	13	1.85-1.86	43
	A. Communicating with Students		20%		0				1.27-1.28	14	1.87-1.88	44
	B. Questioning/Prompts and Discussion		20%		0				1.29-1.3	15	1.89-1.9	45
	C. Engaging Students in Learning		20%		0				1.31-1.32	16	1.91-1.92	46
	D. Using Assessment in Instruction		20%		0				1.33-1.34	17	1.93-1.94	47
	E. Using Flexibility and Responsiveness		20%		0				1.35-1.36	18	1.95-1.96	48
			100%			0	0		1.37-1.38	19	1.97-1.99	49
<b>Domain 4: Teaching</b>		24%							1.39-1.4	<b>20</b>	2.00-2.04	50
	A. Reflecting on Teaching		17%		0				1.41-1.42	21	2.05-2.12	51
	B. Maintaining Accurate Records		16%		0				1.43-1.44	22	2.13-2.20	52
	C. Communicating with Families		16%		0				1.45-1.46	23	2.21-2.28	53
	D. Participating in a Professional Community		17%		0				1.47-1.48	24	2.29-2.36	54
	E. Growing and Developing Professionally		17%		0				1.49-1.5	25	2.37-2.44	55
	F. Showing Professionalism		17%		0				1.51-1.52	26	2.45-2.59	56
			100%			0	0		1.53-1.54	27	2.60-2.99	57
<b>Domain: Other*</b>							0		1.55-1.56	28	3.00-3.24	58
	<b>Total</b>	100%			<b>Evaluation Score</b>		<b>0</b>		1.57-1.58	29	3.25-3.50	59
									1.59-1.6	30	3.51-4	60

Irvington Union Free School District  
 Teacher Improvement Plan  
 for

\_\_\_\_\_  
 Teacher Name

\_\_\_\_\_  
 School Year

Performance Standards	Action Steps	Administrative Support	Timeline	Evidence of Attainment
	1.	•	1.	1.
	1.	•	1.	1.

\_\_\_\_\_  
 Administrator

\_\_\_\_\_  
 Teacher

\_\_\_\_\_  
 Superintendent of Schools

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

Irvington Union Free School District

Below are the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers/principals based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent.

Student Learning Objectives (SLO) – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	<50%	50-54%	55-59%	60%	61%	62-63%	64-65%	66-67%	68-69%	70%	71%	72%	73-74%	75-76%	77-78%	79-80%	81-82%	83-84%	85%	86-89%	≥90%

### Alternate Target Setting Model

- Each student has an individual, differentiated target that is based on individual baseline academic performance (past performance trends, historical data, etc.). This target is approved by a building administrator.
- Individual students exceed (3 points), meet (2 points), approach (1 point), or decline (0 points) in comparison to the target set. The district will determine how "approaching the target" and "meeting the target" are defined to ensure that expectations are the same across classrooms. This determination will be made each fall.
- Evaluator provides one score between 0-20 points based on the average 0-3 score for students using the conversion chart below.

### Student Learning Objectives (SLO) – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	0-.19	.20-.39	.40-.59	.60-.69	.70-.79	.80-.89	.90-.94	.95-.99	1.0-1.1	1.2-1.4	1.5-1.6	1.7	1.8	1.9-2.0	2.1	2.2	2.3	2.4	2.5-2.6	2.7-2.8	2.9-3.0

The 0-3 scores listed are the minimum scores necessary to receive the corresponding number of HEDI points.

Irvington Union Free School District

Below are the district-adopted expectations for the level of growth or achievement needed for a teacher/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 teacher/principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Local Measure – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	<50%	50-54%	55-59%	60%	61%	62-63%	64-65%	66-67%	68-69%	70%	71%	72%	73-74%	75-76%	77-78%	79-80%	81-82%	83-84%	85%	86-89%	≥90%

Local Measure – Assigning of Points (for use with value-added)

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	<50%	50-54%	55-59%	60-61%	62-63%	64-65%	66-67%	68-69%	70-71%	72-73%	74-75%	76-78%	79-81%	82-84%	85-89%	≥90%

Irvington Union Free School District

Below are the district-adopted expectations for the level of growth or achievement needed for a teacher/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 teacher/principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Local Measure – Assigning of Points

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	<50%	50-54%	55-59%	60%	61%	62-63%	64-65%	66-67%	68-69%	70%	71%	72%	73-74%	75-76%	77-78%	79-80%	81-82%	83-84%	85%	86-89%	≥90%

Local Measure – Assigning of Points (for use with value-added)

Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	<50%	50-54%	55-59%	60-61%	62-63%	64-65%	66-67%	68-69%	70-71%	72-73%	74-75%	76-78%	79-81%	82-84%	85-89%	≥90%




Irvington Union Free School District  
Principal Improvement Plan  
for

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
School Year

Performance Standards	Action Steps	Administrative Support	Timeline	Evidence of Attainment
	1.	•	1.	1.
	1.	•	1.	1.

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: \_\_\_\_\_ Date: 6/5/14

Teachers Union President Signature: \_\_\_\_\_ Date: 6/5/14

Administrative Union President Signature: \_\_\_\_\_ Date: 6/5/14

Board of Education President Signature: \_\_\_\_\_ Date: 6/5/14