



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 17, 2012

Henry L. Grishman, Superintendent
Jericho Union Free School District
99 Cedar Swamp Road
Jericho, NY 11753

Dear Superintendent Grishman:

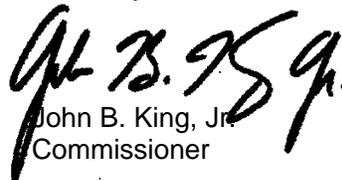
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Thomas Rogers

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 09, 2012

Updated Thursday, September 13, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

280515030000

1.2) School District Name:

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

JERICHO UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 24, 2012

Updated Thursday, August 30, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Jericho District-developed Kindergarten Literacy Assessment
1	District, regional, or BOCES-developed assessment	Jericho District-developed 1st Grade Literacy Assessment
2	District, regional, or BOCES-developed assessment	Jericho District-developed 2nd Grade Literacy Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades K-2: Students' growth in literacy skills (reading level, letter/sound association, high frequency words, listening/responding to stories, writing) from the baseline towards mastery of grade-level expectations will be assessed. Grade 3: Results on the 3rd grade assessment will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals. 12 points - 77.14 - 79.99% of students meet targeted goals. 11 points - 74.29 - 77.13% of students meet targeted goals. 10 points - 71.43 - 74.28% of students meet targeted goals. 9 points - 68.57 - 71.42% of students meet targeted goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points - 60.95 - 68.56% of students meet targeted goals. 7 points - 53.33 - 60.94% of students meet targeted goals. 6 points - 45.71 - 53.32% of students meet targeted goals. 5 points - 38.10 - 45.70% of students meet targeted goals. 4 points - 30.48 - 38.09% of students meet targeted goals. 3 points - 22.86 - 30.47% of students meet targeted goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.

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	Jericho District-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Jericho District-developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Jericho District-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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students' growth in mathematics skills from the baseline towards mastery of grade-level expectations will be assessed. Grade 3: Results on the 3rd grade assessment will be measured against baseline pretests to determine growth towards mastery.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals. 12 points - 77.14 - 79.99% of students meet targeted goals. 11 points - 74.29 - 77.13% of students meet targeted goals. 10 points - 71.43 - 74.28% of students meet targeted goals. 9 points - 68.57 - 71.42% of students meet targeted goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points - 60.95 - 68.56% of students meet targeted goals. 7 points - 53.33 - 60.94% of students meet targeted goals. 6 points - 45.71 - 53.32% of students meet targeted goals. 5 points - 38.10 - 45.70% of students meet targeted goals. 4 points - 30.48 - 38.09% of students meet targeted goals. 3 points - 22.86 - 30.47% of students meet targeted goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Jericho District-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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 7: Students' growth in science content knowledge, skills and conceptual understanding from the baseline towards mastery of grade-level expectations will be assessed. Grade 8: Results on the 8th grade assessment will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals.

12 points - 77.14 - 79.99% of students meet targeted goals.
 11 points - 74.29 - 77.13% of students meet targeted goals.
 10 points - 71.43 - 74.28% of students meet targeted goals.
 9 points - 68.57 - 71.42% of students meet targeted goals.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8 points - 60.95 - 68.56% of students meet targeted goals.
 7 points - 53.33 - 60.94% of students meet targeted goals.
 6 points - 45.71 - 53.32% of students meet targeted goals.
 5 points - 38.10 - 45.70% of students meet targeted goals.
 4 points - 30.48 - 38.09% of students meet targeted goals.
 3 points - 22.86 - 30.47% of students meet targeted goals.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

2 points - 15.24 - 22.85% of students meet targeted goals.
 1 point - 7.62 - 15.23% of students meet targeted goals.
 0 points - 0 - 7.61% of students meet targeted goals.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Jericho District-developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Jericho District-developed 8th Grade Assessment

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

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

Students' growth in social studies content knowledge, skills and conceptual understanding from the baseline towards mastery of grade-level expectations will be assessed.

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

20 points - 98.58 - 100% of students meet targeted goals.
 19 points - 97.14 - 98.57% of students meet targeted goals.
 18 points - 94.29 - 97.13% of students meet targeted goals.

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

17 points - 91.43 - 94.28% of students meet targeted goals.
 16 points - 88.57 - 91.42% of students meet targeted goals.
 15 points - 85.71 - 88.56% of students meet targeted goals.
 14 points - 82.86 - 85.70% of students meet targeted goals.
 13 points - 80.00 - 82.85% of students meet targeted goals.
 12 points - 77.14 - 79.99% of students meet targeted goals.
 11 points - 74.29 - 77.13% of students meet targeted goals.
 10 points - 71.43 - 74.28% of students meet targeted goals.
 9 points - 68.57 - 71.42% of students meet targeted goals.

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

8 points - 60.95 - 68.56% of students meet targeted goals.
 7 points - 53.33 - 60.94% of students meet targeted goals.
 6 points - 45.71 - 53.32% of students meet targeted goals.
 5 points - 38.10 - 45.70% of students meet targeted goals.
 4 points - 30.48 - 38.09% of students meet targeted goals.
 3 points - 22.86 - 30.47% of students meet targeted goals.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.
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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	Regents Assessment	Global History & Geography Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Results on the Global History and Geography/US History and Government Regents will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet District goals for similar students.	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals. 12 points - 77.14 - 79.99% of students meet targeted goals. 11 points - 74.29 - 77.13% of students meet targeted goals. 10 points - 71.43 - 74.28% of students meet targeted goals. 9 points - 68.57 - 71.42% of students meet targeted goals.
Developing (3 - 8 points) Results are below District goals for similar students.	8 points - 60.95 - 68.56% of students meet targeted goals. 7 points - 53.33 - 60.94% of students meet targeted goals. 6 points - 45.71 - 53.32% of students meet targeted goals. 5 points - 38.10 - 45.70% of students meet targeted goals. 4 points - 30.48 - 38.09% of students meet targeted goals. 3 points - 22.86 - 30.47% of students meet targeted goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Results on the Earth Science/Living Environment/Chemistry/Physical Setting Regents will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet District goals for similar students.	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals. 12 points - 77.14 - 79.99% of students meet targeted goals. 11 points - 74.29 - 77.13% of students meet targeted goals. 10 points - 71.43 - 74.28% of students meet targeted goals. 9 points - 68.57 - 71.42% of students meet targeted goals.
Developing (3 - 8 points) Results are below District goals for similar students.	8 points - 60.95 - 68.56% of students meet targeted goals. 7 points - 53.33 - 60.94% of students meet targeted goals. 6 points - 45.71 - 53.32% of students meet targeted goals. 5 points - 38.10 - 45.70% of students meet targeted goals. 4 points - 30.48 - 38.09% of students meet targeted goals. 3 points - 22.86 - 30.47% of students meet targeted goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.

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
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Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Results on the Algebra I/Geometry/Algebra II Regents will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet District goals for similar students.	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals. 12 points - 77.14 - 79.99% of students meet targeted goals. 11 points - 74.29 - 77.13% of students meet targeted goals. 10 points - 71.43 - 74.28% of students meet targeted goals. 9 points - 68.57 - 71.42% of students meet targeted goals.
Developing (3 - 8 points) Results are below District goals for similar students.	8 points - 60.95 - 68.56% of students meet targeted goals. 7 points - 53.33 - 60.94% of students meet targeted goals. 6 points - 45.71 - 53.32% of students meet targeted goals. 5 points - 38.10 - 45.70% of students meet targeted goals. 4 points - 30.48 - 38.09% of students meet targeted goals. 3 points - 22.86 - 30.47% of students meet targeted goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.

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	Jericho District-developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Jericho District-developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Results on the 9,10 grade assessments and on the Comprehensive English Regents will be measured against baseline pretests to determine growth towards mastery.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet District goals for similar students.	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals. 12 points - 77.14 - 79.99% of students meet targeted goals. 11 points - 74.29 - 77.13% of students meet targeted goals. 10 points - 71.43 - 74.28% of students meet targeted goals. 9 points - 68.57 - 71.42% of students meet targeted goals.
Developing (3 - 8 points) Results are below District goals for similar students.	8 points - 60.95 - 68.56% of students meet targeted goals. 7 points - 53.33 - 60.94% of students meet targeted goals. 6 points - 45.71 - 53.32% of students meet targeted goals. 5 points - 38.10 - 45.70% of students meet targeted goals. 4 points - 30.48 - 38.09% of students meet targeted goals. 3 points - 22.86 - 30.47% of students meet targeted goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.

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
K-12 Art	District, Regional or BOCES-developed	Jericho District-developed K-12 Art Assessments
K-12 Music	District, Regional or BOCES-developed	Jericho District-developed K-12 Music Assessments
All Other English	District, Regional or BOCES-developed	Jericho District-developed ELA Assessments
All Other Math	District, Regional or BOCES-developed	Jericho District-developed Mathematics Assessments
All Other Social Studies	State Assessment	Global History & Geography; US History & Government Regents
All Other Science	District, Regional or BOCES-developed	Jericho-District-developed Science Assessments
Grades K-5 Languages Other Than English	District, Regional or BOCES-developed	Jericho District-developed Listening/Reading Performance Assessment
Grades 6-12 Languages Other Than English	District, Regional or BOCES-developed	Jericho District-developed Writing Performance Assessment

Business	District, Regional or BOCES-developed	Jericho District-developed Business Assessments
Technology	District, Regional or BOCES-developed	Jericho District-developed Technology Assessments
Special Education: Special Class	State Assessment	NYS Alternative Assessments
Family & Consumer Sciences	District, Regional or BOCES-developed	Jericho District-developed FACS Performance Assessments
Health	District, Regional or BOCES-developed	Jericho District-developed Health Assessments
Physical Education	District, Regional or BOCES-developed	Jericho District-developed PE Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	In each area targets will clearly identify mastery goals for the subject area and measure growth from the baseline towards those goals.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points - 98.58 - 100% of students meet targeted goals. 19 points - 97.14 - 98.57% of students meet targeted goals. 18 points - 94.29 - 97.13% of students meet targeted goals.
Effective (9 - 17 points) Results meet District goals for similar students.	17 points - 91.43 - 94.28% of students meet targeted goals. 16 points - 88.57 - 91.42% of students meet targeted goals. 15 points - 85.71 - 88.56% of students meet targeted goals. 14 points - 82.86 - 85.70% of students meet targeted goals. 13 points - 80.00 - 82.85% of students meet targeted goals. 12 points - 77.14 - 79.99% of students meet targeted goals. 11 points - 74.29 - 77.13% of students meet targeted goals. 10 points - 71.43 - 74.28% of students meet targeted goals. 9 points - 68.57 - 71.42% of students meet targeted goals.
Developing (3 - 8 points) Results are below District goals for similar students.	8 points - 60.95 - 68.56% of students meet targeted goals. 7 points - 53.33 - 60.94% of students meet targeted goals. 6 points - 45.71 - 53.32% of students meet targeted goals. 5 points - 38.10 - 45.70% of students meet targeted goals. 4 points - 30.48 - 38.09% of students meet targeted goals. 3 points - 22.86 - 30.47% of students meet targeted goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points - 15.24 - 22.85% of students meet targeted goals. 1 point - 7.62 - 15.23% of students meet targeted goals. 0 points - 0 - 7.61% of students meet targeted goals.

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

The only adjustments, controls or other special considerations that will be used in setting targets for Comparable Growth Measures will be those that are used in State Growth Measures, including prior academic history, students with disabilities, English language learners, students in poverty, and any other school-level characteristics approved by the Board of Regents.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked

2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	4th/5th Grade NYS ELA Assessments
5	6(ii) School wide measure computed locally	4th/5th Grade NYS ELA Assessments
6	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA Assessments
7	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA Assessments
8	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS ELA Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS ELA Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points- 2 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 14 points - 1 percentage point above the ELA state average percentage numbers for achieving Levels 3/4
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points - at the ELA state average percentage numbers for achieving Levels 3/4 12 points - 1 point below the ELA state average percentage numbers for achieving Levels 3/4 11 points - 2 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 10 - 3 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 9 - 4 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 8 - 5 percentage points below the ELA state average percentage numbers for achieving Levels 3/4
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points - 6 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 6 - 7 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 5 - 8 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 4 - 9 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 3 - 10 percentage points below the ELA state average percentage numbers for achieving Levels 3/4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 - 11 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 1 - 12 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 0 - 13 or more percentage points below the ELA state average percentage numbers for achieving Levels 3/4

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	4th/5th Grade NYS Mathematics Assessments
5	6(ii) School wide measure computed locally	4th/5th Grade NYS Mathematics Assessments

6	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS Mathematics Assessments
7	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS Mathematics Assessments
8	6(ii) School wide measure computed locally	6th/7th/8th Grade NYS Mathematics Assessments

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.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS Mathematics Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points- 2 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4 14 points - 1 percentage point above the mathematics state average percentage numbers for achieving Levels 3/4
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 points - at the mathematics state average percentage numbers for achieving Levels 3/4 12 points - 1 point below the mathematics state average percentage numbers for achieving Levels 3/4 11 points - 2 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 10 points - 3 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 9 points - 4 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 8 points - 5 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 points - 6 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 6 points - 7 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 5 points - 8 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 4 points - 9 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 3 points - 10 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points - 11 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 1 point - 12 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4 0 points - 13 or more percentage points below the mathematics state average percentage numbers for achieving Levels 3/4

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA Assessments
1	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA Assessments
2	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA Assessments
3	6(ii) School-wide measure computed locally	4th/5th Grade NYS ELA Assessments

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.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS ELA Assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points- 7 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 19 points- 6 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 18 points- 5 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points- 4 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 16 points- 3 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 15 points- 2 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 14 points - 1 percentage point above the ELA state average percentage numbers for achieving Levels 3/4 13 points- at the ELA state average percentage numbers for achieving Levels 3/4 12 points - 1 percentage point below the ELA state average percentage numbers for achieving Levels 3/4 11 points - 2 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 10 points - 3 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 9 points - 4 percentage points below the ELA state average

	percentage numbers for achieving Levels 3/4
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points - 5 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 7 points - 6 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 6 points - 7 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 5 points - 8 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 4 points - 9 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 3 points - 10 percentage points below the ELA state average percentage numbers for achieving Levels 3/4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points - 11 percentage points below the ELA state average percentage numbers for achieving Levels 3/4 1 point - 12 percentage point sbelow the ELA state average percentage numbers for achieving Levels 3/4 0 point 2- 13 or more percentage points below the ELA state average percentage numbers for achieving Levels 3/4

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	4th/5th Grade NYS Mathematics Assessments
1	6(ii) School-wide measure computed locally	4th/5th Grade NYS Mathematics Assessments
2	6(ii) School-wide measure computed locally	4th/5th Grade NYS Mathematics Assessments
3	6(ii) School-wide measure computed locally	4th/5th Grade NYS Mathematics Assessments

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.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS Mathematics Assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points- 7 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4 19 points- 6 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4 18 points- 5 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points- 4 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4 16 points- 3 percentage points above the mathematics state

average percentage numbers for achieving Levels 3/4
 15 points- 2 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4
 14 points - 1 percentage point above the mathematics state average percentage numbers for achieving Levels 3/4
 13 points- at the mathematics state average percentage numbers for achieving Levels 3/4
 12 points - 1 percentage point below the mathematics state average percentage numbers for achieving Levels 3/4
 11 points - 2 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 10 points - 3 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 9 points - 4 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4

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

8 points - 5 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 7 points - 6 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 6 points - 7 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 5 points - 8 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 4 points - 9 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 3 points - 10 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4

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

2 points - 11 percentage points below the mathematics state average percentage numbers for achieving Levels 3/4
 1 point - 12 percentage point sbelow the mathematics state average percentage numbers for achieving Levels 3/4
 0 point 2- 13 or more percentage points below the mathematics state average percentage numbers for achieving Levels 3/4

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA/Mathematics Assessments
7	6(ii) School wide measure computed locally	NYS ELA/Mathematics Assessments
8	6(ii) School wide measure computed locally	NYS ELA/Mathematics Assessments

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.

A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS ELA and Mathematics Assessments.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or

20 points- 7 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in

<p>achievement for grade/subject.</p>	<p>grades 6, 7 and 8 19 points- 6 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 18 points- 5 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7, and 8</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points- 4 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 16 points- 3 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 15 points- 2 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 14 points - 1 percentage point above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 13 points- at the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 12 points - 1 percentage point below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 11 points - 2 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 10 points - 3 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 9 points - 4 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points - 5 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 7 points - 6 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 6 points - 7 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 5 points - 8 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 4 points - 9 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 3 points - 10 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points - 11 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 1 point - 12 percentage point below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 0 point 2- 13 or more percentage points below the ELA and mathematics state average percentage numbers for achieving</p>

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA/Mathematics Assessments
7	6(ii) School wide measure computed locally	NYS ELA/Mathematics Assessments
8	6(ii) School wide measure computed locally	NYS ELA/Mathematics Assessments

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.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS ELA and Mathematics Assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points- 7 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 19 points- 6 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 18 points- 5 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7, and 8
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points- 4 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 16 points- 3 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 15 points- 2 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 14 points - 1 percentage point above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 13 points - at the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 12 points - 1 percentage point below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8 11 points - 2 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8

10 points - 3 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 9 points - 4 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8

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

8 points - 5 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 7 points - 6 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 6 points - 7 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 5 points - 8 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 4 points - 9 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 3 points - 10 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8

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

2 points - 11 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 1 point - 12 percentage point sbelow the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8
 0 point 2- 13 or more percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 in grades 6, 7 and 8

3.8) High School Social Studies

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

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

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

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the following Regents: Comprehensive English, Living Environment, Global History & Geography, US History and Government, Algebra 2/Trigonometry.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20 points- 7 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 19 points- 6 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 18 points- 5 percentage points above state average percentage numbers for achieving mastery in the Regents noted above</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points- 4 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 16 points- 3 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 15 points- 2 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 14 points - 1 percentage point above the state average percentage numbers for achieving mastery in the Regents noted above 13 points- at the state average percentage numbers for achieving mastery in the Regents noted above 12 points - 1 percentage point below the state average percentage numbers for achieving mastery in the Regents noted above 11 points - 2 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 10 points - 3 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 9 points - 4 percentage points below the ELA state average percentage numbers for achieving mastery in the Regents noted above</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points - 5 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 7 points - 6 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 6 points - 7 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 5 points - 8 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 4 points - 9 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 3 points - 10 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above</p>

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points - 11 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 1 point - 12 percentage point sbelow the state average percentage numbers for achieving mastery in the Regents noted above 0 point 2- 13 or more percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
--	--

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Regents Assessments
Earth Science	6(ii) School wide measure computed locally	NYS Regents Assessments
Chemistry	6(ii) School wide measure computed locally	NYS Regents Assessments
Physics	6(ii) School wide measure computed locally	NYS Regents Assessments

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.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the following Regents: Comprehensive English, Living Environment, Global History & Geography, US History and Government, Algebra 2/Trigonometry.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points- 7 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 19 points- 6 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 18 points- 5 percentage points above state average percentage numbers for achieving mastery in the Regents noted above
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points- 4 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 16 points- 3 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 15 points- 2 percentage points above the state average

percentage numbers for achieving mastery in the Regents noted above
 14 points - 1 percentage point above the state average
 percentage numbers for achieving mastery in the Regents noted above
 13 points- at the state average percentage numbers for achieving mastery in the Regents noted above
 12 points - 1 percentage point below the state average
 percentage numbers for achieving mastery in the Regents noted above
 11 points - 2 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 10 points - 3 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 9 points - 4 percentage points below the ELA state average
 percentage numbers for achieving mastery in the Regents noted above

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

8 points - 5 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 7 points - 6 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 6 points - 7 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 5 points - 8 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 4 points - 9 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 3 points - 10 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above

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

2 points - 11 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 1 point - 12 percentage point sbelow the state average
 percentage numbers for achieving mastery in the Regents noted above
 0 point 2- 13 or more percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents Assessments

Geometry	6(ii) School wide measure computed locally	NYS Regents Assessments
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the following Regents: Comprehensive English, Living Environment, Global History & Geography, US History and Government, Algebra 2/Trigonometry.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 points- 7 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 19 points- 6 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 18 points- 5 percentage points above state average percentage numbers for achieving mastery in the Regents noted above
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 points- 4 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 16 points- 3 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 15 points- 2 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 14 points - 1 percentage point above the state average percentage numbers for achieving mastery in the Regents noted above 13 points- at the state average percentage numbers for achieving mastery in the Regents noted above 12 points - 1 percentage point below the state average percentage numbers for achieving mastery in the Regents noted above 11 points - 2 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 10 points - 3 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 9 points - 4 percentage points below the ELA state average percentage numbers for achieving mastery in the Regents noted above
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 points - 5 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 7 points - 6 percentage points below the state average percentage numbers for achieving mastery in the Regents noted

above
 6 points - 7 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 5 points - 8 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 4 points - 9 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above
 3 points - 10 percentage points below the state average
 percentage numbers for achieving mastery in the Regents noted above

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

points - 11 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
 1 point - 12 percentage point sbelow the state average percentage numbers for achieving mastery in the Regents noted above
 0 point 2- 13 or more percentage points below the state average percentage numbers for achieving mastery in the Regents noted above

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Assessments

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

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

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

A school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the following Regents: Comprehensive English, Living Environment, Global History & Geography, US History and Government, Algebra 2/Trigonometry.

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

20 points- 7 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above
 19 points- 6 percentage points above the state average

percentage numbers for achieving mastery in the Regents noted above
18 points- 5 percentage points above state average percentage numbers for achieving mastery in the Regents noted above

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

17 points- 4 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above
16 points- 3 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above
15 points- 2 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above
14 points - 1 percentage point above the state average percentage numbers for achieving mastery in the Regents noted above
13 points- at the state average percentage numbers for achieving mastery in the Regents noted above
12 points - 1 percentage point below the state average percentage numbers for achieving mastery in the Regents noted above
11 points - 2 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
10 points - 3 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
9 points - 4 percentage points below the ELA state average percentage numbers for achieving mastery in the Regents noted above

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

8 points - 5 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
7 points - 6 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
6 points - 7 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
5 points - 8 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
4 points - 9 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
3 points - 10 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above

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

2 points - 11 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
1 point - 12 percentage point sbelow the state average percentage numbers for achieving mastery in the Regents noted above
0 point 2- 13 or more percentage points below the state average percentage numbers for achieving mastery in the Regents noted above

percentage numbers for achieving mastery in the Regents noted above
18 points- 5 percentage points above state average percentage numbers for achieving mastery in the Regents noted above

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

17 points- 4 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above
16 points- 3 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above
15 points- 2 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above
14 points - 1 percentage point above the state average percentage numbers for achieving mastery in the Regents noted above
13 points- at the state average percentage numbers for achieving mastery in the Regents noted above
12 points - 1 percentage point below the state average percentage numbers for achieving mastery in the Regents noted above
11 points - 2 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
10 points - 3 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
9 points - 4 percentage points below the ELA state average percentage numbers for achieving mastery in the Regents noted above

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

8 points - 5 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
7 points - 6 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
6 points - 7 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
5 points - 8 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
4 points - 9 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
3 points - 10 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above

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

2 points - 11 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above
1 point - 12 percentage point sbelow the state average percentage numbers for achieving mastery in the Regents noted above
0 point 2- 13 or more percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

Since NYS assessments and percentages are being utilized, there are no adjustments, controls or special considerations necessary for Locally Selected Measures. All assessments will be marked by committee and/or supervisors or by an outside vendor to mitigate the issue of vested interest.

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.

For grades K-5, the fourth and fifth grade ELA percentages at Levels 3/4 will be compared with New York State percentages. Teachers will receive two sets of points for these scores. Fourth and fifth grade mathematics percentages at Levels 3/4 will be compared with New York State percentages. Teachers will receive two sets of points for these scores. All points will be added and divided by four to determine the final group metric for Locally Selected Measures at each elementary school.

For grades 6-8, the sixth, seventh and eighth grade ELA percentages at Levels 3/4 will be compared with New York State percentages. Teachers will receive three sets of points for these scores. Sixth, seventh, and eighth grade mathematics percentages at Levels 3/4 will be compared with New York State percentages. Teachers will receive three sets of points for these scores. All points will be added and divided by six to determine the final group metric for Locally Selected Measures at the Middle School levels.

For ninth, tenth, eleventh and twelfth grades, scores on the Comprehensive English, Living Environment, Global History & Geography, US History and Government and Algebra 2/Trigonometry Regents will be compared to the NYS averages. Teachers will receive 5 scores, based on those comparisons. Scores will be added together and divided by five to determine the final group metric for Locally Selected Measures at the High School level.

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	Checked

ways that improve student learning and instruction.	
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 Thursday, May 24, 2012

Updated Tuesday, July 03, 2012

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.)

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	55
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	5

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

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.

Teachers will be holistically rated as Ineffective, Developing, Effective or Highly Effective and receive a score of 1-4 on each of the New York State Teaching Standards, based upon the NYSUT Teacher Practice Rubric. Scores for each of the seven Standards will be added and divided by seven to obtain a score from 0-4. This score will be converted to a score from 0-55, based upon the conversion chart uploaded below.

Each teacher will also develop goals with supervisors that reflect district, building and department goals. Teachers will receive a score from 0-5, based upon goal attainment.

These scores will be added together to equal from 0-60 points for Other Measures of Effectiveness.

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

assets/survey-uploads/5091/132977-eka9yMJ855/TeacherPtsOtherMeasuresChart.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A score of 3.5-4.0, based upon the NYSUT Teacher Practice Rubrice will convert to a score of 54-55. Added to this will be a score of 0-5 based upon attainment of goals, for a total of 59-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	A score of 2.5-3.4, based upon the NYSUT Teacher Practice Rubrice will convert to a score of 52-53.8. Added to this will be a score of 0-5 based upon attainment of goals, for a total of 57-58.8 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score of 1.6-2.4, based upon the NYSUT Teacher Practice Rubrice will convert to a score of 41.3-51.7. Added to this will be a score of 0-5 based upon attainment of goals, for a total of 46.3-56.7 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A average score of 1.0-1.5, based upon the NYSUT Teacher Practice Rubrice will convert to a score of 0-40. Added to this will be a score of 0-5 based upon attainment of goals, for a total of 0-45 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58.7
Developing	46.3-56.7
Ineffective	0-45

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	4
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

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

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable
-

5. Composite Scoring (Teachers)

Created Friday, June 15, 2012
Updated Tuesday, July 03, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58.7
Developing	46.3-56.7
Ineffective	0-45

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 18, 2012

Updated Wednesday, August 22, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/143438-Df0w3Xx5v6/TIPOutline_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:

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;*
- b. The District's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- c. The District's failure to comply with applicable locally negotiated procedures;*

d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-

The appeals process for Ineffective teachers will be marked by the following procedures:

- 1. Two separate administrators will note areas of concern. Those areas of concern must be drawn from at least two discrete observations recorded by the administrators.*
- 2. The two administrators will then offer a series of recommendations and suggestions to the affected teacher. Upon the request of the teacher, the Jericho Teachers Association (JTA) will be presented with both the concerns and the subsequent recommendations and, if the teacher so requests, can begin taking an active role in supporting the teacher.*
- 3. By February 1, a third administrator designated by the superintendent will observe the affected teacher. If the affected teacher is considered at that point on a path to an Ineffective rating, then the third administrator will also offer concerns and recommendations.*
- 4. Before February 15, the administration, in consultation with the teacher and the JTA, will develop and have in place a clearly delineated remediation plan. Administrators, members of the JTA, and the affected teacher will work together in an effort to address these concerns over the second semester of the school year. The teacher will be given the opportunity to address these issues through both the observation process and through documentation.*
- 5. If the affected teacher receives an Ineffective rating, based upon the total composite evaluation score, teachers can appeal to the Superintendent of Schools for a hearing, on or after September 1st of the year following the school year for which they are being evaluated or the date upon which they receive composite scores. All appeals must be filed by October 1st of the year following the school year for which they are being evaluated. The appeals hearing must take place within ten (10) business days of the request. In the hearing process, the teacher and a JTA member, as requested, will be permitted to present both evidence and argument as to why the Ineffective rating is invalid. The Superintendent of Schools will render a decision within five (5) business days of the hearing.*

The rating will not be deemed valid if the administration does not follow this appeals process, including completing the observations and recommendations according to the timeline delineated.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

As participants in the Nassau or Suffolk BOCES Workshops for Lead Evaluators, Jericho School District administrators have and will receive training on Common Core Standards, data-driven instruction, and evidence-based observation of teachers throughout the school year. There will be training on application and use of student growth percentile and value added growth model data; application and use of state approved teacher rubrics; application and use of any assessment tools used to evaluate teachers; use of the state wide instructional reporting system; scoring methodology used to evaluate teachers; and specific considerations in evaluating teachers of English language learners and students with disabilities. Administrators will also participate in workshops and training sessions to ensure inter-related reliability throughout the school year.

All Jericho administrators who complete the Nassau BOCES Workshops for Lead Evaluators, continue to attend updates on subjects related to Annual Professional Performance Reviews, and participate in training planned for inter-related reliability will receive certification by the Superintendent of Schools, Henry L. Grishman.

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

Created Friday, June 22, 2012

Updated Wednesday, June 27, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

associated with the controls or adjustments.

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, June 22, 2012

Updated Wednesday, June 27, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	Grades 4, 5 ELA/Mathematics Assessments
6-8	(a) achievement on State assessments	Grades 6, 7, 8 ELA/Mathematics Assessments
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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.	K-5 and 6-8: For each school, group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS ELA and Mathematics Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-5 and 6-8 15 points- 2 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 14 points - 1 percentage point above the ELA and mathematics state average percentage numbers for achieving Levels 3/4
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	K-5 and 6-8 13 points - at the ELA and mathematics state average

grade/subject.	percentage numbers for achieving Levels 3/4 12 points - 1 point below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 11 points - 2 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 10 - 3 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 9 - 4 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 8 - 5 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-5 and 6-8 7 points - 6 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 6 - 7 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 5 - 8 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 4 - 9 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 3 - 10 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-5 and 6-8 2 - 11 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 1 - 12 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 0 - 13 or more percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4

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.

(No response)

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	(g) % achieving specific level on Regents or alternatives	NYS Regents: Comprehensive English; Global History & Geography; US History & Government; Living Environment; Algebra2/Trigonometry
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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.	9-12 A school-based group metric will be developed, based upon the number of percentage points achieved above the state average for mastery on the following Regents: Comprehensive English, Living Environment, Global History & Geography, US History and Government, Algebra 2/Trigonometry.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 9-12 20 points- 7 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 19 points- 6 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 18 points- 5 percentage points above state average percentage numbers for achieving mastery in the Regents noted above
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 9-12 17 points- 4 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 16 points- 3 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 15 points- 2 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above 14 points - 1 percentage point above the state average percentage numbers for achieving mastery in the Regents noted above 13 points- at the state average percentage numbers for achieving mastery in the Regents noted above 12 points - 1 percentage point below the state average percentage numbers for achieving mastery in the Regents noted above 11 points - 2 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 10 points - 3 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above 9 points - 4 percentage points below the ELA state average percentage numbers for achieving mastery in the Regents noted above
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	For 9-12 8 points - 5 percentage points below the state average

grade/subject.

percentage numbers for achieving mastery in the Regents noted above
7 points - 6 percentage points below the state average
percentage numbers for achieving mastery in the Regents noted above
6 points - 7 percentage points below the state average
percentage numbers for achieving mastery in the Regents noted above
5 points - 8 percentage points below the state average
percentage numbers for achieving mastery in the Regents noted above
4 points - 9 percentage points below the state average
percentage numbers for achieving mastery in the Regents noted above
3 points - 10 percentage points below the state average
percentage numbers for achieving mastery in the Regents noted above

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

For 9-12
2 points - 11 percentage points below the state average
percentage numbers for achieving mastery in the Regents noted above
1 point - 12 percentage point sbelow the state average
percentage numbers for achieving mastery in the Regents noted above
0 point 2- 13 or more percentage points below the state average
percentage numbers for achieving mastery in the Regents noted above

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Since NYS assessments and percentages are being utilized, there are no adjustments, controls or special considerations necessary for Locally Selected Measures. All assessments will be marked by committee and/or supervisors or by an outside vendor to mitigate the issue of vested interest.

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.

Not applicable.

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 Friday, June 22, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	48
---	----

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.	12
--	----

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Using the Multi-dimensional Principal Performance Rubric, principals will be holistically rated on four of the six ISLLC 2008 Leadership Standards as Ineffective, Developing, Effective or Highly Effective and receive a score of 1-4. In addition, principals will receive a score of 1-4 on their goals. Scores for each of the domains and the goal will be added and divided by five to obtain a score from 1-4. This score will be converted to a score from 0-60, based upon the conversion chart uploaded below.

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

<assets/survey-uploads/5143/145073-pMADJ4gk6R/PrincipalPtsOtherMeasuresChart.pdf>

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

Highly Effective: Overall performance and results exceed standards.	A score of 3.5 - 4 .0, based upon the Multi-dimensional Principal Performance Rubric and goals will convert to a score of 59-60.
Effective: Overall performance and results meet standards.	A score of 2.5 - 3.4, based upon the Multi-dimensional Principal Performance Rubric and goals will convert to a score of 56-58.
Developing: Overall performance and results need improvement in order to meet standards.	A score of 1.5 - 2.4, based upon the Multi-dimensional Principal Performance Rubric and goals will convert to a score of 31-55.
Ineffective: Overall performance and results do not meet standards.	A score of 0 - 1.4, based upon the Multi-dimensional Principal Performance Rubric and goals will convert to a score of 0-30.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	31-55
Ineffective	0-30

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Wednesday, June 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	56-58
Developing	31-55
Ineffective	0-30

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, June 22, 2012

Updated Wednesday, August 22, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/145078-Df0w3Xx5v6/PIPOutline.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:

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;*
- b. The District's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- c. The District's failure to comply with applicable locally negotiated procedures;*
- d. The District's failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law §3012-c.*

The appeals process for Ineffective principals will be marked by the following procedures:

1. The assistant superintendent responsible for writing the APPR evaluation will note areas of concern. Those areas of concern must be drawn from at least two discrete visitations recorded by said administrator.
2. Said administrator will then offer a series of recommendations and suggestions to the affected principal. Upon the request of the principal, the Jericho Educational Administrators Association (JEAA) will be presented with both the concerns and the subsequent recommendations and, if the principal so requests, can begin taking an active role in supporting the principal.
3. By February 1, a second assistant superintendent designated by the superintendent will observe the affected principal. If the affected principal is considered at that point on a path to an Ineffective rating, then the second administrator will also offer concerns and recommendations.
4. Before February 15, the administration, in consultation with the principal and the JEAA, will develop and have in place a clearly delineated remediation plan. Administrators, members of the JEAA, and the affected principal will work together in an effort to address these concerns over the second semester of the school year. The principal will be given the opportunity to address these issues through both the visitation process and through documentation.
5. If the affected principal receives an Ineffective rating, based upon the total composite evaluation score, the principal can appeal to the Superintendent of Schools for a hearing, on or after September 1st of the year following the school year for which s/he is being evaluated or the date upon which s/he receive composite scores. All appeals must be filed by October 1st of the year following the school year for which he is being evaluated. The appeals hearing must take place within 10 business days of the request. In the hearing process, the principal and a JEAA member, as requested, will be permitted to present both evidence and argument as to why the Ineffective rating is invalid. The Superintendent of Schools will render a decision within five (5) business days of the hearing.

The rating will not be deemed valid if the district administration does not follow this appeals process, including completing the observations and recommendations according to the timeline delineated above.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

As participants in the Nassau or Suffolk BOCES Workshops for Principal Evaluators, Jericho School District administrators have and will receive training on ISLLC 2008 Leadership Standards, Common Core Standards, data-driven instruction, and evidence-based visitation of principals throughout the school year. There will be training on application and use of student growth percentile and value added growth model data; application and use of state approved principal rubrics; application and use of any tools used to evaluate principals; application and use of state approved locally selected measures of student achievement; use of the state wide instructional reporting system; scoring methodology used to evaluate principals; and specific considerations in evaluating principals of English language learners and students with disabilities. Administrators will also participate in workshops and training sessions to ensure inter-related reliability throughout the school year.

All Jericho administrators who complete the Nassau BOCES Workshops for Principal Evaluators, continue to attend updates on subjects related to Annual Professional Performance Reviews, and participate in training planned for inter-related reliability will receive certification by the Superintendent of Schools, Henry L. Grishman.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
---	---------

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
--	---------

12. Joint Certification of APPR Plan

Created Friday, June 22, 2012

Updated Wednesday, September 12, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/145079-3Uqgn5g9Iu/Joint Certification.pdf](assets/survey-uploads/5581/145079-3Uqgn5g9Iu/Joint%20Certification.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.

Scoring Methodology for Teacher Evaluation

This rubric provides a scale for 55 points of the observation system. As indicated below the rubric, the final 5 points of the 60-point total are drawn from teacher goals.

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-40		
1.0		0
1.1		8
1.2		16
1.3		24
1.4		32
1.5		40
Developing 41-51		
1.6		41.3
1.7		42.6
1.8		43.9
1.9		45.2
2.0		46.8
2.1		47.8
2.2		49.1
2.3		50.4
2.4		51.7
Effective 52-53		
2.5		52
2.6		52.2
2.7		52.4
2.8		52.6
2.9		52.8
3.0		53
3.1		53.2
3.2		53.4
3.3		53.6
3.4		53.8
Highly Effective 54-55		
3.5		54
3.6		54.25
3.7		54.5
3.8		54.75
3.9		55
4.0		55.25 (round to 55)

* The final five points will be drawn from teacher goals.

Points for Observation Rubric	0-55
Points for Goals	0-5
Total Points	0-60

JERICHO PUBLIC SCHOOLS

99 Old Cedar Swamp Road

Jericho, New York 11753

MEMORANDUM:

TO:

FROM:

DATE:

RE: Teacher Improvement Plan

Based upon your written evaluation of June, _____ and the meeting(s) held with you on _____, including your JTA representative and your supervisors, we have established a number of specific goals for the _____ school year, based upon the New York State Teaching Standards as delineated in the NYSUT Teacher Practice Rubric.

Standard 1: Knowledge of Students and Student Learning

Standard 2: Knowledge of Content and Instructional Planning

Standard 3: Instructional Practice

Standard 4: Learning Environment

Standard 5: Assessment for Student Learning

Standard 6: Professional Responsibilities and Collaboration

Standard 7: Professional Growth

The specific goals noted in the table attached to this memo will be monitored according to an agreed-upon timeline, discussed in post-observation conferences, and recorded in observation reports. Observations will be conducted by _____ at least ____ times during the next school year. Evidence that you are meeting the goals can be presented at any post-observation or evaluation conference held during the school year.

You will receive a mid-year evaluation as well as an end-of-year evaluation so that you can gauge your level of improvement prior to the end of the school year. There will be a meeting with building and district supervisors to review the mid-year and end-of-year evaluations. Any necessary adjustments to the goals stated in this memo will be made immediately after the mid-year evaluation meeting.

To further your success, a packet is included with this memo that contains the NYS Teaching Standards and the NYSUT Teacher Practice Rubric. (For non-tenured teachers only: A mentor will be assigned to you for a second year. The mentor will be _____.)

Targeted Standard(s)/Element(s)	Identify specific areas in need of improvement.
Goals/Outcomes	Develop specific goals for the teacher to accomplish during the period of the Teacher Improvement Plan (TIP).
Evidence of Meeting Goal	Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

Resources	Identify specific resources available to assist the teacher to improve performance
Responsible Parties	Identify individuals responsible for monitoring progress.
Timeline for Visitations/Review	Provide a specific timeline for implementation of the various components of the TIP and for the final completion of the TIP. Identify the dates for preparation of written documentation regarding the completion of the TIP and finalize the dates as to required meetings, and/or observations, and/or workshops, etc.

Signatures:

Teacher

Jericho Teacher Association Representative

School Administrator

Teacher Improvement Plan (TIP)

Non-tenured Teachers

The evaluation process is designed to assist a non-tenured teacher to grow professionally. In evaluation reports, the NYS Teaching Standards shall be evaluated, using the rubrics in the APPR Plan. Educational concerns noted in observation reports will be addressed collaboratively among the teacher, administrators, union representative(s), and mentor(s). In the event that a non-tenured teacher receives an Ineffective or Developing rating and remains in the district for an additional year, a Teacher Improvement Plan (TIP) shall be developed offering concrete steps for the teacher to address concerns constructively.

A Teacher Improvement Plan shall commence within 10 days after the date on which teachers are required to report prior to the opening of classes for the school year. To the extent possible, our goal would be to develop the TIP within five school days of the teacher's receipt of the total composite evaluation score. The intent of the TIP is to improve professional performance. As such, the development of the Teacher Improvement Plan should be a professional conversation identifying needs, solutions and resources that will help the teacher. The district shall include suggestions of resources to help the teacher achieve the goals defined in the plan. The TIP shall be developed by district administration in consultation with the teacher and representative(s) designated by the union.

The teacher shall be given two school days to review the TIP. If desired, the teacher may request that the district administrators reconvene with the teacher and union representative(s) before signing the document. Union representative(s) can accompany the teacher at all meetings related to the TIP.

The TIP for non-tenured teachers shall include:

1. Identification of the specific requirements for change, linked to the NYS Teaching Standards.
2. A description of what the teacher must do to make the required change(s).
3. Identification of evidence that demonstrates that there has been/has not been improvement.
4. A timeline for activities recommended in the Plan, with intermediate benchmarks.
5. A statement of who will support the teacher and monitor progress in the change effort.
6. Assignment of a mentor for an additional year beyond the first year. The mentor shall be recommended by the administrator(s), with input from the teachers' association.
7. Identification of resources to help the teacher. Recommended resources can include professional conferences or workshops, courses at colleges and/or universities, professional readings, personal counselors, employee assistant programs, medical referrals, and others.
8. Opportunities to attend courses, workshops, and/or peer observations.
9. Signatures by the teacher, union representative(s), and district representative(s).

Tenured Teachers

In evaluation reports, the NYS Teaching Standards shall be evaluated, using the rubrics in the APPR Plan. Educational concerns noted in observation reports will be addressed collaboratively among the teacher, union representative(s) and administrators. If a teacher receives an Ineffective or Developing rating, a Teacher Improvement Plan (TIP) shall be developed offering concrete steps for the teacher to address concerns constructively.

A Teacher Improvement Plan shall commence within 10 days after the date on which teachers are required to report prior to the opening of classes for the school year. To the extent possible, our goal would be to develop the TIP within five school days of the teacher's receipt of the total composite evaluation score. The intent of the TIP is to improve professional performance. As such, the development of the Teacher Improvement Plan should be a professional conversation identifying needs, solutions and resources that will help the teacher. The district shall include suggestions of resources to help the teacher achieve the goals defined in the plan. The TIP shall be developed by the district in consultation with the teacher and representative(s) designated by the union.

The teacher shall be given two school days to review the TIP. If desired, the teacher may request that district administrators reconvene with the teacher and union representative(s) before signing the document. Union representative(s) can accompany the teacher at all meetings related to the TIP.

The TIP for tenured teachers shall include:

1. Identification of the specific requirements for change, linked to the NYS Teaching Standards.
2. A description of what the teacher must do to make the required change(s).
3. Identification of evidence that demonstrates that there has/has not been improvement.
4. A timeline for activities recommended in the Plan, with intermediate benchmarks.
5. A statement of who will support the teacher and monitor progress in the change effort.
6. Identification of resources to help the teacher. Recommended resources can include professional conferences or workshops, courses at colleges and/or universities, professional reading materials, personal counselors, employee assistant programs, medical referrals, and others.
7. Opportunities to attend courses, workshops, and/or peer observations.
8. Signatures by the teacher, union representative(s), and district representative(s).

Scoring Methodology for Principal Evaluation

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-30		
1.0		0
1.2		15
1.4		30
Developing 45-55		
1.6		45
1.8		50
2.0		55
2.2		55
Effective 56-58		
2.4		56
2.6		56
2.8		57
3.0		57
3.2		58
3.4		58
Highly Effective 59-60		
3.6		59
3.8		59
4.0		60

JERICHO PUBLIC SCHOOLS
99 Old Cedar Swamp Road
Jericho, New York 11753

MEMORANDUM:

TO:
FROM:
DATE:
RE: Principal Improvement Plan

Based upon your written evaluation of June, _____ and the meeting(s) held with you on _____, including your JEAA representative and your supervisors, we have established a number of specific goals for the _____ school year, based upon the ISLLC 2008 Leadership Standards as delineated in the Multi-dimensional Principal Practice Rubric.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

The specific goals noted in table attached to this memo will be monitored according to agreed upon timeline, discussed in post-visitation conferences and recorded in visitation reports. Visitations will be conducted by _____ and _____ at least ____ times during the next school year. Evidence that you are meeting the goals can be presented at any post-visitation or evaluation conference held during the school year.

You will review progress toward your goals prior to the end of each academic quarter. In addition, you will receive a mid-year evaluation so that you can gauge your level of improvement prior to the end of the school year as well as an end-of-year evaluation. There will be a meeting with district supervisors to review the mid-year and end-of-year evaluations. Any necessary adjustments to the goals stated in this memo will be made immediately after the mid-year evaluation meeting.

To further your success, a packet is included with this memo that contains the ISLLC 2008 Leadership Standards and the Multi-dimensional Principal Practice Rubric.

Targeted Standard(s)/Element(s)	Identify specific areas in need of improvement.
Goals/Outcomes	Develop specific goals for the principal to accomplish during the period of the Principal Improvement Plan (PIP).
Evidence of Meeting Goal	Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
Resources	Identify specific resources available to assist the principal to improve performance
Responsible Parties	Identify individuals responsible for monitoring progress.
Timeline for Visitations/Review	Provide a specific timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the PIP and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

Signatures:

Principal

Jericho Educational Administrators Association

School Administrator

Principal Improvement Plan (PIP)

Non-tenured Principals

The evaluation process is designed to assist a non-tenured principal to grow professionally. In evaluation reports, the ISLLC 2008 Leadership Standards shall be evaluated, using the Multi-dimensional Principal Practice Rubric. Educational concerns noted in observation reports will be addressed collaboratively among the principal, administrators and union representative(s) and mentor(s). In the event that a non-tenured principal receives an Ineffective or Developing rating and remains in the district for an additional year, a Principal Improvement Plan (PIP) shall be developed offering concrete steps for the principal to address concerns constructively.

A Principal Improvement Plan shall commence within 10 days after the date on which principals are required to report prior to the opening of classes for the school year. To the extent possible, our goal would be to develop the PIP within five school days of the principal's receipt of the total composite evaluation score. The intent of the PIP is to improve professional performance. As such, the development of the Principal Improvement Plan should be a professional conversation identifying needs, solutions and resources that will help the principal. The district shall include suggestions of resources to help the principal achieve the goals defined in the plan. The PIP shall be developed by district administration in consultation with the principal and representative(s) designated by the union.

The principal shall be given two school days to review the PIP. If desired, the principal may request that the district administrators reconvene with the principal and union representative(s) before signing the document. Union representative(s) can accompany the principal at all meetings related to the PIP.

The PIP for non-tenured principals shall include:

1. Identification of the specific requirements for change, linked to the ISLLC 2008 Standards.
2. A description of what the principal must do to make the required change(s).
3. Identification of evidence that demonstrates that there has been/has not been improvement.
4. A timeline for activities recommended in the Plan, with intermediate benchmarks.
5. A statement of who will support the principal and monitor progress in the change effort.
6. Assignment of a mentor for an additional year beyond the first year. The mentor shall be recommended by the administrator(s), with input from the Principals' association.
7. Identification of resources to help the principal. Recommended resources can include professional conferences or workshops, courses at colleges and/or universities, professional readings, personal counselors, employee assistant programs, medical referrals, and others.
8. Opportunities to attend courses, workshops, and/or peer observations.
9. Signatures by the principal, union representative(s), and district representative(s).

Tenured Principals

In evaluation reports, the NYS Teaching Standards shall be evaluated, using the Multi-dimensional Principal Practice Rubric. Educational concerns noted in observation reports will be addressed collaboratively among the principal, union representative(s) and administrators. If a principal receives an Ineffective or Developing rating, a Principal Improvement Plan (PIP) shall be developed offering concrete steps for the principal to address concerns constructively.

A Principal Improvement Plan shall commence within 10 days after the date on which principals are required to report prior to the opening of classes for the school year. To the extent possible, our goal would be to develop the PIP within five school days of the principal's receipt of the total composite evaluation score. The intent of the PIP is to improve professional performance. As such, the development of the Principal Improvement Plan should be a professional conversation identifying needs, solutions and resources that will help the principal. The district shall include suggestions of resources to help the

principal achieve the goals defined in the plan. The PIP shall be developed by the district in consultation with the principal and representative(s) designated by the union.

The principal shall be given two school days to review the PIP. If desired, the principal may request that district administrators reconvene with the principal and union representative(s) before signing the document. Union representative(s) can accompany the principal at all meetings related to the PIP.

The PIP for tenured Principals shall include:

1. Identification of the specific requirements for change, linked to the ISLLC 2008 Leadership Standards.
2. A description of what the principal must do to make the required change(s).
3. Identification of evidence that demonstrates that there has/has not been improvement.
4. A timeline for activities recommended in the Plan, with intermediate benchmarks.
5. A statement of who will support the principal and monitor progress in the change effort.
6. Identification of resources to help the principal. Recommended resources can include professional conferences or workshops, courses at colleges and/or universities, professional reading materials, personal counselors, employee assistant programs, medical referrals, and others.
7. Opportunities to attend courses, workshops, and/or peer observations.
8. Signatures by the principal, union representative(s), and district representative(s).

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Henry L. Minchman 9-12-12

Teachers Union President Signature: Date: 9/12/12

[Handwritten Signature]

Administrative Union President Signature: Date: 9/12/12

[Handwritten Signature]

Board of Education President Signature: Date:

Joseph M. Scintz 9/12/12