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

Commissioner of Education
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June 16, 2014

Revised

Jeffrey Korostoff, Superintendent
New Rochelle City School District
515 North Avenue
New Rochelle, NY 10801

Dear Superintendent Korostoff:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Harold Coles

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Thursday, February 27, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

661100010000

1.2) School District Name:

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

City School District of New Rochelle

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Tuesday, May 20, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWEB
1	State-approved 3rd party assessment	AIMSWEB
2	State-approved 3rd party assessment	AIMSWEB

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students, in the grades listed above, will be given a pretest, in the subject(s) listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see section 2.11 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students meet or exceed the identified growth target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-14% of students meet or exceed the identified growth target.

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	City School District of New Rochelle-Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students, in the grades listed above, will be given a pretest, in the subject(s) listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see section 2.11 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-14% of students meet or exceed the identified growth target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students, in the grades listed above, will be given a pretest, in the subject(s) listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see section 2.11 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-14% of students meet or exceed the identified growth target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 7 Social Studies Assessment

8	District, regional or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students, in the grades listed above, will be given a pretest, in the subject(s) listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see section 2.11 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of students meet or exceed the identified growth target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	City School District of New Rochelle-Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 9-12 students will be given a pretest, in the subjects listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see section 2.11 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of students meet or exceed the identified growth target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 9-12 students will be given a pretest, in the subjects listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see section 2.11 for the HEDI point distribution.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of students meet or exceed the identified growth target.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 9-12 students will be given a pretest, in the subjects listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. For students enrolled in Common Core Algebra classes, both the NYS Common Core Algebra Regents and the NYS Integrated Regents will be given; the higher of the two scores will be used. Please see section 2.11 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of students meet or exceed the identified growth target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of students meet or exceed the identified growth target.

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	City School District of New Rochelle-Developed Grade 9 ELA Assessment
Grade 10 ELA	Regents assessment	NYS Comprehensive English Regents (Gr. 10)
Grade 11 ELA	District, regional or BOCES-developed assessment	City School District of New Rochelle-Developed Grade 11 ELA Assessment

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

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

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, in the grades listed above, will be given a pretest, in the subject(s) listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. The Comprehensive English Regents exam will be used. Please see section 2.11 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% of students meet or exceed the identified growth target.

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
Music/Performing Arts Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Music/Performing Arts Assessments
Arts/Fine Arts/Graphic Arts Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Art Assessments
Physical Education Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Physical Education Assessments
Foreign Languages Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Foreign Language Assessments
Health Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Health Assessments
Gr. 9-12 Non-Regents English Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Non-Regents English Assessments
Gr. 9-12 Non-Regents Math Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Non-Regents Math Assessments
Gr. 9-12 Non-Regents Science Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Non-Regents Science Assessments
Gr. 9-12 Non-Regents Social Studies Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Non-Regents Social Studies Assessments
Gr. 6-8 Technology and Non State Assessment related Math Courses	School/BOCES-wide/group/team results based on State	NYS Grade 6, 7, & 8 Math Assessment
K-5 Library, Academic Intervention Services(ELA), and Reading Courses	School/BOCES-wide/group/team results based on State	NYS Grade 4 & 5 ELA Assessment
ESL Courses, in addition to ELA assessments above (K-3, 9-12)	State Assessment	NYSESLAT
Life Skills/Foundation Courses (Gr. 3-12)	State Assessment	NYSAA
BECC RtI Courses	State-approved 3rd party assessment	AIMSWEB
Gr. 6-8 Academic Intervention Services (ELA) and Reading Courses	School/BOCES-wide/group/team results based on State	NYS Grade 6, 7, & 8 ELA Assessment
Gr. 6-8 MSTech Ed & CAD	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific MSTech Ed & CAD
All other K-5 Courses (not listed above and only for K-5 buildings)	School/BOCES-wide/group/team results based on State	NYS Grade 4 & 5 ELA and Math assessment
All other 6-8 Courses (not listed above)	School/BOCES-wide/group/team results based on State	NYS Grade 6, 7, & 8 ELA and Math assessment

	All other 9-12 Courses (not listed above)	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents (Gr. 10)
	Gr. K-2 Life Skills/Foundation Courses	District, Regional or BOCES-developed	City School District of New Rochelle-Developed Grade and Subject Specific Life Skills/Foundation Courses

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	Please see attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	Please see attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see attached chart.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/575588-TXEtxx9bQW/Section 2.11 HEDI descriptions_2.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.	Grades 4-8 students will take STAR Reading Enterprise and STAR Math Enterprise. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum

	and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school using all the third party assessments indicated above; the mean percentage of students who met or exceeded their targets will be generated. All teachers in a school will receive the same HEDI score. The same HEDI point will be allocated to every teacher in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 3.3 Value Added HEDI chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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	Grades 4-8 students will take STAR Reading Enterprise and STAR Math Enterprise. All students will be tested in September

subcomponent. If needed, you may upload a table or graphic at 3.3, below.	to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school using all the third party assessments indicated above; the mean percentage of students who met or exceeded their targets will be generated. All teachers in a school will receive the same HEDI score. The same HEDI point will be allocated to every teacher in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 3.3 Value Added HEDI chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/575589-rhJdBgDruP/Section 3.3 HEDI description.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.	Students will take STAR Reading Enterprise and STAR Math Enterprise. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher

	then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school using all the third party assessments indicated above; the mean percentage of students who met or exceeded their targets will be generated. All teachers in a school will receive the same HEDI score. The same HEDI point will be allocated to every teacher in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 3.13 HEDI chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified growth target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified growth target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.	Students will take STAR Reading Enterprise and STAR Math Enterprise. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher

	then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school using all the third party assessments indicated above; the mean percentage of students who met or exceeded their targets will be generated. All teachers in a school will receive the same HEDI score. The same HEDI point will be allocated to every teacher in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 3.13 HEDI chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified growth target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified growth target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.	For grades 6-8, students will take the assessments indicated above. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school using all the third party assessments indicated above; the mean percentage of students who met or

	exceeded their targets will be generated. All teachers in a school will receive the same HEDI score. The same HEDI point will be allocated to every teacher in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 3.13 HEDI chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified growth target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise

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.	For grades 6-8, students will take the assessments indicated above. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school using all the third party assessments indicated above; the mean percentage of students who met or exceeded their targets will be generated. All teachers in a school will receive the same HEDI score. The same HEDI point will be allocated to every teacher in the school based on the % of all

	students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 3.13 HEDI chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified growth target.

3.8) High School Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The City School District of New Rochelle expectation is that 75% of students in the courses listed above will demonstrate achievement in excess of scoring proficient (65 or better) as measured by the assessment tool indicated above. All teachers in a school will receive the same HEDI score. Teachers will earn a HEDI rating as described for each category below. For students enrolled in Common Core Algebra classes, both the NYS Common Core Algebra Regents and the NYS Integrated Regents will be given; the higher of the two scores will be used. The Comprehensive English Regents will be used. Please see the 3.13 HEDI chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All Regents Assessments
Earth Science	6(ii) School wide measure computed locally	All Regents Assessments
Chemistry	6(ii) School wide measure computed locally	All Regents Assessments
Physics	6(ii) School wide measure computed locally	All 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.	The City School District of New Rochelle expectation is that 75% of students in the courses listed above will demonstrate achievement in excess of scoring proficient (65 or better) as measured by the assessment tool indicated above. All teachers in a school will receive the same HEDI score. Teachers will earn a HEDI rating as described for each category below. For students enrolled in Common Core Algebra classes, both the NYS Common Core Algebra Regents and the NYS Integrated Regents will be given; the higher of the two scores will be used. The Comprehensive English Regents exam will be used. Please see the 3.13 HEDI chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All Regents Assessments
Geometry	6(ii) School wide measure computed locally	All Regents Assessments
Algebra 2	6(ii) School wide measure computed locally	All 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The City School District of New Rochelle expectation is that 75% of students in the courses listed above will demonstrate achievement in excess of scoring proficient (65 or better) as measured by the assessment tool indicated above. All teachers in a school will receive the same HEDI score. Teachers will earn a HEDI rating as described for each category below. For students enrolled in Common Core Algebra classes, both the NYS Common Core Algebra Regents and the NYS Integrated Regents will be given; the higher of the two scores will be used. The Comprehensive English Regents exam will be used. Please see the 3.13 HEDI chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified target.

3.11) High School English Language Arts

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The City School District of New Rochelle expectation is that 75% of students in the courses listed above will demonstrate achievement in excess of scoring proficient (65 or better) as measured by the assessment tool indicated above. All teachers in a school will receive the same HEDI score. Teachers will earn a HEDI rating as described for each category below. For students enrolled in Common Core Algebra classes, both the NYS Common Core Algebra Regents and the NYS Integrated Regents will be given; the higher of the two scores will be used. The Comprehensive English Regents exam will be used. Please see the 3.13 HEDI chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified target.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All K-5 Courses not mentioned above	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
	All 6-8 Courses not mentioned above	6(ii) School wide measure computed locally	STAR Reading Enterprise and STAR Math Enterprise
	9-12 Courses not mentioned above	6(ii) School wide measure computed locally	All Regents Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Grades K-8 For grades K-8, students will take the assessments indicated above. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school; the mean percentage of students who met or exceeded their targets will be generated. All teachers in a school will receive the same HEDI score. The same HEDI point will be allocated to every teacher in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 3.13 HEDI chart. Grades 9-12 The City School District of New Rochelle expectation is that 75% of students in the courses listed above will demonstrate achievement in excess of scoring proficient (65 or better) as measured by the assessment tool indicated above. All teachers in a school will receive the same HEDI score. Teachers will earn a HEDI rating as described for each category below. For students enrolled in Common Core Algebra classes, both the NYS Common Core Algebra Regents and the NYS Integrated Regents will be given; the higher of the two scores will be used. The Comprehensive English Regents exam will be used. Please see the 3.13 HEDI chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified (growth for applicable grades listed above) target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified (growth for applicable grades listed above) target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified (growth for applicable grades listed above) target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified (growth for applicable grades listed above) target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/575589-y92vNseFa4/Section 3.13 Without growth target language.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

In the case a teacher is located in more than one building for school assignment, the teacher will receive a HEDI score that is a weighted average of their building assignment. (Example, teacher A is in building A for 60%, in building B for 40%. The schoolwide score is multiplied by (.6) and by (.4) then added together for a component score.) In the event a teacher receives multiple scores, normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

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

Educational and Psychological Testing.	
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, May 21, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric | Rubric	Danielson's Framework for Teaching

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The City School District of New Rochelle is scoring the Danielson rubric at the subcomponent level. Zero points can be achieved in all domains when the teacher is found ineffective in all domains. Fifteen points can also be achieved in all domains when the teacher is found highly effective in all domains. All subcomponent points per domain will be awarded at the end of the year. The lead evaluator will rate each rubric subcomponent and assign a value. (Please see attached chart for more details.) Once all the subcomponents are totaled, a teacher will receive a final rating according to the HEDI bands listed below. Standard rounding rules are applied when totaling the final score and a teacher's HEDI rating will not change due to rounding. A teacher will receive a final HEDI rating from 0-60 points by adding each of the subcomponent scores.

The sixty points will be based on the evaluator’s broad assessment of teaching practices across all four domains of the Danielson rubric. As per State requirement, there will be at least two classroom observations of each teacher annually with at least one being unannounced. Probationary teachers will be observed at least three (3) times during the school year with an unannounced observation that precedes the two announced observations. The announced observation process conducted by the administrator includes: a pre observation conference, the observation, and a post observation conference. The observation process is followed by a report reflective of the type of observation that was conducted detailing the teacher performance in relation to the NYS teaching standards. The

evaluator and teacher will make use of the Danielson rubric approved by the State in assessing performance. Since the Danielson rubric is clearly linked to the New York State Teaching Standards, those domains will be used by both the evaluator and teacher for the development of relevant inquiry questions linked to teaching practices. At the end of the year, the evaluator will review the teacher's yearlong performance inclusive of all three observations for probationary teachers and two observations for tenured teachers to assign points for each subcomponent based on their performance. Any NYS teaching standards that are not addressed in the classroom observations shall be assessed by the district at least once a year.

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

assets/survey-uploads/12179/575590-eka9yMJ855/APPR section 4.5 HEDI points.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.	Overall teacher performance and results on other measures highly exceed district expectations and NYS Teaching Standards. The teacher has earned a rating of 59 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall teacher performance and results on other measures consistently meet district expectations and NYS Teaching Standards. The teacher has earned a rating of 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall teacher performance and results on other measures need improvement and fall below district expectations and NYS Teaching Standards. The teacher has earned a rating of 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall teacher performance and results on other measures are well-below district expectations and NYS Teaching Standards. The teacher has earned a rating of 49 points or below.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, February 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Tuesday, March 25, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/123891-Df0w3Xx5v6/TEACHER TIP_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:

APPEALS

A teacher may file an appeal, using the following procedures, in the event that he/she receives a composite evaluation rating of "developing" or "ineffective", at the conclusion of the Annual Professional Performance Review ("APPR") process, or objects to his/her Teacher Improvement Plan ("TIP"). Appeals will be based on those grounds enumerated in Education Law section 3012-c.

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

In an appeal, the teacher has the burden of proving that evidence exists that he/she has a legal right to the relief requested.

All appeals must be submitted in writing no later than fourteen (14) school days from the date when the teacher actually receives their APPR, containing a composite evaluation rating of "developing" or "ineffective". In the event that the teacher is challenging his/her TIP, the appeal must be submitted in writing no later than fourteen (14) school days from the date when the teacher actually receives their TIP. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

Within fourteen (14) school days of the actual receipt of the appeal, the school district supervisor who issued the APPR or was responsible for either the issuance and/or the implementation of the teacher's TIP, must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information not submitted at the time the appeal is filed shall not be considered. Teacher, or his/her representative, initiating the appeal shall receive a copy of the response filed by the school district, as well as any additional information submitted with the response, at the time the school district files its response.

A decision shall be rendered by the superintendent of schools, or his/her designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision for the APPR and/or issuance and/or implementation of the TIP which is the subject of the appeal. In such a case, the superintendent of schools shall appoint another person to decide the appeal. At the request of the teacher, a conference between the teacher and superintendent, or his/her designee, may be requested before a final decision is rendered.

A written decision on the merits of the appeal shall be issued no later than thirty (30) days from the date upon which the teacher filed his/her appeal. The decision shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal of an APPR is sustained, the superintendent, or his/her designee, may set aside a rating, modify a rating, or order a new evaluation. If an appeal of a TIP is sustained, the superintendent, or his/her designee, may modify the TIP, or order that a new TIP be drafted. A copy of the decision shall be provided to the teacher and the evaluator, or the person responsible for either issuing or implementing the TIP, if that person is different.

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

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

The District will ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and received updated training on any changes in the law, regulations or applicable collective bargaining agreements. The district will certify the lead evaluator upon successful completion of required training that encompasses the nine elements specified: NY teaching standards, evidence-based observation, application and use of growth percentile and value-added models, application and use of the approved teacher practice rubrics, local assessment measures, use of SIRS and data reporting procedures, the scoring methodology and rating system, and specific considerations for special populations of students. All training will be conducted by the BOCES Network Team, Race to the Top Network Team equivalent members, or another entity that has expertise on the State's APPR law and regulation. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. There will also be annual calibration

sessions for all evaluators. The duration of any and all trainings will be on-going and will satisfy the requirements for the Network Teams trained by the State Education Department. All lead evaluators will be re-certified yearly and all new lead evaluators will receive the full training as required by law. Based upon their participation in these activities, lead evaluators will be certified by the Superintendent and Board of Education as lead evaluators.

The trainings for lead evaluator certification are listed below.

New York Teaching Standards and Evidence
Based Observation – One day training
One day foundational course focusing on the New York Teaching Standards and evidence based observation using the Danielson Rubric. Participants navigate the New York Teaching Standards and crosswalk to the NYS approved rubrics. Best practices in evaluation and observation are explored with opportunities to define and practice evidence based observation.

Creating Continuous Improvement Cycles
Half day training
Focus on continuous improvement cycles through the use of rubrics and professional growth training. Participants examine social capital and human capital as they look to create a balance between teacher skill and systems that encourage professional growth and collaboration. Continued focus on evidence based observation.

Creating a Framework for Developing Effective Student Learning Objectives
Half day training
Districts examine how they define success as they create a framework for developing Student Learning Objectives with their teachers.

Evidence Based Observation Protocols and Exploration of the Growth Value Added Model
Half day training
The growth value added model is explored. Evidence based observation protocols including scripting, selected verbatim and engagement tally are explored as means of providing valuable feedback.

Writing Quality Student Learning Objectives
Half day training
Participants will have the opportunity to deepen their understanding of Student Learning Objectives. We will walk through each of the components as we learn how to build quality SLOs which support district goals.

Specific Considerations in Evaluating Teachers and Principals of ELLs and Students with Disabilities
Half day training
This one and a half hour workshop focuses on specific considerations in evaluating teachers and principals of ELLs and students with disabilities.

Danielson Framework
Two day training
This two day training focuses on accurate use of the Danielson framework for evidence based observations.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Monday, April 07, 2014

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-2	District, regional, or BOCES-developed	City School District of New Rochelle-Developed Gr. K-2 math assessment
	K-2	State-approved 3rd party assessment	AIMSWEB

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	For the K-2 principal, all assessments indicated above will be used. Growth measure will be calculated across all combined growth scores using assessments above. Students will be given a grade and subject specific pre-test at the beginning of the year as well as teachers will review historical data to establish a

	baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to the principal based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see section 7.3 for the HEDI point distribution.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	90-100% of students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-14% of students meet or exceed the identified growth target.

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

assets/survey-uploads/5365/123875-lha0DogRNw/Revised HEDI chart listing each rating 4.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, April 22, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise
6-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise
9-12	(d) measures used by district for teacher evaluation	All Regents Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	For grades K-8 principals, all assessments indicated above will be used. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal then verified by the Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school; the mean percentage of students who met or exceeded their targets will be generated. The HEDI point will be allocated to the principal in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 8.1 HEDI chart.

	For grades 9-12, the principal will use the same measures used by the district for teacher evaluation and the assessments indicated above will be used. The City School District of New Rochelle expectation is that 75% of students in the courses listed above will demonstrate achievement in excess of scoring proficient (65 or better) as measured by the assessment tool indicated above. The principal will earn a HEDI rating as described for each category below. For students enrolled in Common Core Algebra classes, both the NYS Common Core Algebra Regents and the NYS Integrated Regents will be given; the higher of the two scores will be used. The Comprehensive English Regents exam will be used. Please see the 8.1 HEDI chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached chart.

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

(No response)

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

assets/survey-uploads/12190/575594-qBFVOWF7fC/Section 8.1 FINAL PRINCIPALS Value add and No VA HEDI.pdf

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

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

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

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

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

whose performance levels on State assessments are proficient or advanced)

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise for grade 2

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.	For grades K-2 principals, they will use the same measures used by the district for teacher evaluation. For grades K-2, all assessments indicated above will be used. All students will be tested in September to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the

	Superintendent to ensure that targets are rigorous and comparable. At the end of the year, the percentage of all students meeting or exceeding growth targets will be calculated for an entire school; the mean percentage of students who met or exceeded their targets will be generated. The HEDI point will be allocated to the principal in the school based on the % of all students meeting/exceeding individual growth targets on all assessments indicated above. Please see the 8.2 HEDI chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet or exceed the identified growth target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-89% of students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15-44% of students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-14% of students meet or exceed the identified growth target.

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.

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8.3) Locally Developed Controls

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

(No response)

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Friday, June 06, 2014

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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.

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The City School District of New Rochelle is using the MultiDimensional Rubric to evaluate principals. The 60 points will be based on a broad assessment of principal leadership and management actions based on the principal practice rubric completed by the principal's supervisor. As per State requirement, there will be at least two school observations of each principal annually with at least one being unannounced. Probationary principals will be observed at least three (3) times during the school year with an unannounced observation that precedes the two announced observations. The announced observation process will include: a pre-observation conference, the observation, and a post observation conference. The observation process is followed by a report reflective of the type of observation that was conducted detailing the principal performance in relation to the ISLLC standards. The lead principal evaluator and principal will make use of the MultiDimensional Rubric approved by the State in assessing principal performance. All ISLLC 2008 Leadership Standards will be assessed at least one time per year. Since the MDPPR rubric is clearly linked to the ISLLC Standards, those domains will be used by both the lead evaluator and principal for the purpose of goal setting and the development of relevant inquiry questions linked to principal performance.

The City School District of New Rochelle is scoring the MultiDimensional Rubric at the domain indicator level and totaling all points at the end of the year for a final composite score. The process for assigning points and determining HEDI ratings using the MRPPR rubric will be conducted at the end of the year after observations and a yearlong review of the principal's performance.

Through the collective bargaining process, it was determined that certain indicators would carry a weight of more than 1 point per descriptor in the rubric. Depending on whether the principal is highly effective, effective, developing, or ineffective, a multiplier will be applied to receive a score per indicator (see MDPPR point allocation chart). The evaluator will rate the principal as highly effective, effective, developing, or ineffective per indicator.

If a principal is found highly effective in an indicator, then the point allocated to the principal will be multiplied by 1.
If a principal is found effective in an indicator, then the point allocated to the principal will be multiplied by .95.
If a principal is found developing in an indicator, then the point allocated to the principal will be multiplied by .85.
If a principal is found ineffective in an indicator, then the point allocated to the principal will be multiplied by 0.

All the indicator points will be totaled at the end of the entire evaluation process. The district will be consistent with the Commissioner's scoring ranges for the overall composite score and decimals will be converted to whole numbers when computing the final composite score. The district assures that rounding will not result in a principal moving from one HEDI rating category to another. If rounding up would result in the principal moving from one HEDI rating category to a higher rating category, the number will be rounded down.

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

assets/survey-uploads/12205/575595-pMADJ4gk6R/MDPPR - point allocation JUNE 2014 revision.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.	Overall principal performance and results on other measures highly exceed district expectations and the ISLLC Standards. The principal has earned a rating of 59 to 60 points.
Effective: Overall performance and results meet standards.	Overall principal performance and results on other measures consistently meet district expectations and the ISLLC Standards. The principal has earned a rating of 57-58 points.
Developing: Overall performance and results need improvement in order to meet standards.	Overall principal performance and results on other measures need improvement and fall below district expectations and the ISLLC Standards. The principal has earned a rating of 51-56 points.
Ineffective: Overall performance and results do not meet standards.	Overall principal performance and results on other measures are well below district expectations and the ISLLC Standards. The principal has earned a rating of 50 points or below.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	51-56
Ineffective	0-50

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

By supervisor	2
By trained administrator	0

By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, February 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	51-56
Ineffective	0-50

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

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

Overall Composite Score
Highly Effective
22-25

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

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, May 20, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/575597-Df0w3Xx5v6/Principal Improvement Plan.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process
A. The first part of the appeal to the Superintendent for an ineffective or developing evaluation or a PIP shall consist of a review of the appeal by an Appeals Committee. The appeal must be submitted to the Appeals Committee within fourteen (14) business days after delivery of the final evaluation or PIP to the principal or else the right to appeal shall be deemed waived in all regards. This time frame will be timely and expeditious in accordance with Education Law 3012-c. This period shall be tolled for any days during the said

fourteen day period that the principal is on vacation; the tolling will not exceed 15 vacation days. In the case of a PIP appeal, there shall be a second fourteen business day period for PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during the said fourteen day period that the principal is on vacation; the tolling will not exceed 15 vacation days. Appeals will be based on those grounds enumerated in Education Law section 3012-c.

The committee shall be comprised of the following members:
• A and S President
• Grievance Chair or designee
• A central office administrator who is not part of the bargaining unit selected by the Superintendent of Schools (other than the original evaluator).

Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within five (5) business days of receipt of the appeal. This time frame will be timely and expeditious in accordance with Education Law 3012-c.

B. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation, shall issue his or her written decision within five (5) business days of receipt of the Appeal Committee's recommendation. The decision of the Superintendent shall be final and binding and shall not be subject to review at arbitration, before any administrative agency, or in any court of law. If the decision is not made within the time frames the appeal is deemed sustained.

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

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

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

The District will ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and received updated training on any changes in the law, regulations or applicable collective bargaining agreements. The district will certify the lead evaluator upon successful completion of required training that encompasses the nine elements specified: NY leadership standards, evidence-based observation, application and use of growth percentile and value-added models, application and use of the approved principal practice rubrics, local assessment measures, use of SIRS and data reporting procedures, the scoring methodology and rating system, and specific considerations for special populations of students. All training will be conducted by the BOCES Network Team, Race to the Top Network Team equivalent members, or another entity that
has expertise on the State's APPR law and regulation. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. There will also be annual calibration sessions for all evaluators. The duration of any and all trainings will be on-going and will satisfy the requirements for the Network Teams trained by the State Education Department. All lead evaluators will be re-certified yearly and all new lead evaluators will receive the full training as required by law. Based upon their participation in these activities, principal evaluators will be certified by the Superintendent and Board of Education as lead evaluators.

Principal evaluators will participate in BOCES Principal Evaluator Trainings. Re-certification will be in conjunction with the lead evaluator trainings. They will attend the following sessions offered by SWBOCES.

Regents Reform Agenda Pillars and exploring the ISLLC standards
One half day training
Participants look at ISLLC standards as they identify effective principal practice. The workshop also focuses on Data Driven Instruction and Common Core Learning Standards as they relate to Great Teachers and Leaders.

Gathering Evidence for Principal Evaluation
One half day training
Using a case study, teams look at evidence as it relates to principal evaluation. Districts explore their chosen rubric and practice aligning evidence.

Components of the APPR with a focus on the growth measure
One half day training
Participants look at district priorities in crafting Student Learning Objectives in their districts. A focus on clarifying the growth measure is a part of this work. A global approach to the integration of the components of the APPR is explored.

All District principal evaluators will also participate in a one day MPPR Framework workshop, focused on inter-rater agreement and inter-rater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Monday, June 16, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/575598-3Uqgn5g9Iu/APPR CERTIFICATION FORM FINAL.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.

Section 2.11

Chart Applicable for Task 2.2 to 2.9
No Value-Added HEDI Point Ranges
Scoring of Growth Measures

Applicable for Task 2.2 to 2.9		
HEDI Rating	HEDI Points	% of the students that meet or exceed the identified target
Ineffective	0	0% to 4%
Ineffective	1	5% to 9%
Ineffective	2	10% to 14%
Developing	3	15% to 19%
Developing	4	20% to 24%
Developing	5	25% to 29%
Developing	6	30% to 34%
Developing	7	35% to 39%
Developing	8	40% to 44%
Effective	9	45% to 49%
Effective	10	50% to 54%
Effective	11	55% to 59%
Effective	12	60% to 64%
Effective	13	65% to 69%
Effective	14	70% to 74%
Effective	15	75% to 79%
Effective	16	80% to 84%
Effective	17	85% to 89%
Highly Effective	18	90% to 94%
Highly Effective	19	95% to 97%
Highly Effective	20	98% to 100%

Applicable for Task 2.10 (Only courses identified on this page)

These courses will use the chart below:

Music/Performing Arts Courses
Arts/Fine Arts/Graphic Arts Courses
Physical Education Courses
Foreign Languages Courses
Health Courses
Gr. 9-12 Non-Regents English Courses
Gr. 9-12 Non-Regents Math Courses
Gr. 9-12 Non-Regents Science Courses
Gr. 9-12 Non-Regents Social Studies Courses
ESL Courses, in addition to ELA assessments above (K-3, 9-12)
Life Skills/Foundation Courses (Gr. 3-12)
Life Skills/Foundation Courses (K-2)
BECC RtI courses
Gr. 6-8 MSTech Ed & CAD

PROCESS FOR ASSIGNING HEDI CATEGORIES: Students, in the grades listed above, will be given a pretest, in the subject(s) listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see the chart below for the HEDI point distribution.

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	14%
Developing	3	15%	to	19%
Developing	4	20%	to	24%
Developing	5	25%	to	29%
Developing	6	30%	to	34%
Developing	7	35%	to	39%
Developing	8	40%	to	44%
Effective	9	45%	to	49%
Effective	10	50%	to	54%
Effective	11	55%	to	59%
Effective	12	60%	to	64%
Effective	13	65%	to	69%
Effective	14	70%	to	74%
Effective	15	75%	to	79%
Effective	16	80%	to	84%
Effective	17	85%	to	89%
Highly Effective	18	90%	to	94%
Highly Effective	19	95%	to	97%
Highly Effective	20	98%	to	100%

Applicable for Task 2.10 (Courses and corresponding HEDI charts follow each description.)

These courses will use the chart below:

K-5 Library Courses (only in K-5 building)
K-5 Academic Intervention Services (ELA) and Reading Courses (only in K-5 building)

PROCESS FOR ASSIGNING HEDI CATEGORIES: For any teacher K-8 using State assessments, their school-wide measure will be based on the State provided building score for the NYS ELA Assessment, which will be combined by being weighted proportionately based on the number of students. In the case that value-added measures are implemented with a 0-25 score given by the State then that score (0-25) will be converted a 0-20 HEDI score using the conversion provided in the scoring bands.

Rating	HEDI points	If the State gives a value added score to the school, then the corresponding HEDI rating and score will be given.
Ineffective	0	0 points= NYS-provided score of 0
Ineffective	1	1 points= NYS-provided score of 1
Ineffective	2	2 points= NYS-provided score of 2
Developing	3	3 points= NYS-provided score of 3-4
Developing	4	4 points= NYS-provided score of 5
Developing	5	5 points= NYS-provided score of 6
Developing	6	6 points= NYS-provided score of 7
Developing	7	7 points= NYS-provided score of 8
Developing	8	8 points= NYS-provided score of 9
Effective	9	9 points= NYS-provided score of 10
Effective	10	10 points= NYS-provided score of 11
Effective	11	11 points= NYS-provided score of 12
Effective	12	12 points= NYS-provided score of 13
Effective	13	13 points= NYS-provided score of 14-15
Effective	14	14 points=NYS-provided score of 16-17
Effective	15	15 points=NYS-provided score of 18-19
Effective	16	16 points=NYS-provided score of 20
Effective	17	17 points = NYS-provided score of 21
Highly Effective	18	18 points = NYS-provided score of 22
Highly Effective	19	19 points = NYS-provided score of 23
Highly Effective	20	20 points = NYS-provided score of 25-24

Applicable for Task 2.10 (Courses and corresponding HEDI charts follow each description.)

These courses will use the chart below:

All other K-5 courses (not listed above and only in K-5 building)

PROCESS FOR ASSIGNING HEDI CATEGORIES: For any teacher K-8 using State assessments, their school-wide measure will be based on the State provided building score for the NYS ELA and Math assessment, which will be combined by being weighted proportionately based on the number of students. In the case that value-added measures are implemented with a 0-25 score given by the State then that score (0-25) will be converted a 0-20 HEDI score using the conversion provided in the scoring bands.

Rating	HEDI points	If the State gives a value added score to the school, then the corresponding HEDI rating and score will be given.
Ineffective	0	0 points= NYS-provided score of 0
Ineffective	1	1 points= NYS-provided score of 1
Ineffective	2	2 points= NYS-provided score of 2
Developing	3	3 points= NYS-provided score of 3-4
Developing	4	4 points= NYS-provided score of 5
Developing	5	5 points= NYS-provided score of 6
Developing	6	6 points= NYS-provided score of 7
Developing	7	7 points= NYS-provided score of 8
Developing	8	8 points= NYS-provided score of 9
Effective	9	9 points= NYS-provided score of 10
Effective	10	10 points= NYS-provided score of 11
Effective	11	11 points= NYS-provided score of 12
Effective	12	12 points= NYS-provided score of 13
Effective	13	13 points= NYS-provided score of 14-15
Effective	14	14 points=NYS-provided score of 16-17
Effective	15	15 points=NYS-provided score of 18-19
Effective	16	16 points=NYS-provided score of 20
Effective	17	17 points = NYS-provided score of 21
Highly Effective	18	18 points = NYS-provided score of 22
Highly Effective	19	19 points = NYS-provided score of 23
Highly Effective	20	20 points = NYS-provided score of 25-24

Applicable for Task 2.10 (Courses and corresponding HEDI charts follow each description.)

These courses will use the chart below:

Gr. 6-8 Technology and Non State Assessment related Math Courses

PROCESS FOR ASSIGNING HEDI CATEGORIES: For any teacher K-8 using State assessments, their school-wide measure will be based on the State provided building score for the NYS Math assessment, which will be combined by being weighted proportionately based on the number of students. In the case that value-added measures are implemented with a 0-25 score given by the State then that score (0-25) will be converted a 0-20 HEDI score using the conversion provided in the scoring bands.

Rating	HEDI points	If the State gives a value added score to the school, then the corresponding HEDI rating and score will be given.
Ineffective	0	0 points= NYS-provided score of 0
Ineffective	1	1 points= NYS-provided score of 1
Ineffective	2	2 points= NYS-provided score of 2
Developing	3	3 points= NYS-provided score of 3-4
Developing	4	4 points= NYS-provided score of 5
Developing	5	5 points= NYS-provided score of 6
Developing	6	6 points= NYS-provided score of 7
Developing	7	7 points= NYS-provided score of 8
Developing	8	8 points= NYS-provided score of 9
Effective	9	9 points= NYS-provided score of 10
Effective	10	10 points= NYS-provided score of 11
Effective	11	11 points= NYS-provided score of 12
Effective	12	12 points= NYS-provided score of 13
Effective	13	13 points= NYS-provided score of 14-15
Effective	14	14 points=NYS-provided score of 16-17
Effective	15	15 points=NYS-provided score of 18-19
Effective	16	16 points=NYS-provided score of 20
Effective	17	17 points = NYS-provided score of 21
Highly Effective	18	18 points = NYS-provided score of 22
Highly Effective	19	19 points = NYS-provided score of 23
Highly Effective	20	20 points = NYS-provided score of 25-24

Applicable for Task 2.10 (Courses and corresponding HEDI charts follow each description.)

These courses will use the chart below:

Gr. 6-8 Academic Intervention Services (ELA) and Reading Courses

PROCESS FOR ASSIGNING HEDI CATEGORIES: For any teacher K-8 using State assessments, their school-wide measure will be based on the State provided building score for the NYS ELA assessment, which will be combined by being weighted proportionately based on the number of students. In the case that value-added measures are implemented with a 0-25 score given by the State then that score (0-25) will be converted a 0-20 HEDI score using the conversion provided in the scoring bands.

Rating	HEDI points	If the State gives a value added score to the school, then the corresponding HEDI rating and score will be given.
Ineffective	0	0 points= NYS-provided score of 0
Ineffective	1	1 points= NYS-provided score of 1
Ineffective	2	2 points= NYS-provided score of 2
Developing	3	3 points= NYS-provided score of 3-4
Developing	4	4 points= NYS-provided score of 5
Developing	5	5 points= NYS-provided score of 6
Developing	6	6 points= NYS-provided score of 7
Developing	7	7 points= NYS-provided score of 8
Developing	8	8 points= NYS-provided score of 9
Effective	9	9 points= NYS-provided score of 10
Effective	10	10 points= NYS-provided score of 11
Effective	11	11 points= NYS-provided score of 12
Effective	12	12 points= NYS-provided score of 13
Effective	13	13 points= NYS-provided score of 14-15
Effective	14	14 points=NYS-provided score of 16-17
Effective	15	15 points=NYS-provided score of 18-19
Effective	16	16 points=NYS-provided score of 20
Effective	17	17 points = NYS-provided score of 21
Highly Effective	18	18 points = NYS-provided score of 22
Highly Effective	19	19 points = NYS-provided score of 23
Highly Effective	20	20 points = NYS-provided score of 25-24

Applicable for Task 2.10 (Courses and corresponding HEDI charts follow each description.)

These courses will use the chart below:

All other 6-8 courses (not listed above)

PROCESS FOR ASSIGNING HEDI CATEGORIES: For any teacher K-8 using State assessments, their school-wide measure will be based on the State provided building score for the NYS ELA and Math assessment, which will be combined by being weighted proportionately based on the number of students. In the case that value-added measures are implemented with a 0-25 score given by the State then that score (0-25) will be converted a 0-20 HEDI score using the conversion provided in the scoring bands.

Rating	HEDI points	If the State gives a value added score to the school, then the corresponding HEDI rating and score will be given.
Ineffective	0	0 points= NYS-provided score of 0
Ineffective	1	1 points= NYS-provided score of 1
Ineffective	2	2 points= NYS-provided score of 2
Developing	3	3 points= NYS-provided score of 3-4
Developing	4	4 points= NYS-provided score of 5
Developing	5	5 points= NYS-provided score of 6
Developing	6	6 points= NYS-provided score of 7
Developing	7	7 points= NYS-provided score of 8
Developing	8	8 points= NYS-provided score of 9
Effective	9	9 points= NYS-provided score of 10
Effective	10	10 points= NYS-provided score of 11
Effective	11	11 points= NYS-provided score of 12
Effective	12	12 points= NYS-provided score of 13
Effective	13	13 points= NYS-provided score of 14-15
Effective	14	14 points=NYS-provided score of 16-17
Effective	15	15 points=NYS-provided score of 18-19
Effective	16	16 points=NYS-provided score of 20
Effective	17	17 points = NYS-provided score of 21
Highly Effective	18	18 points = NYS-provided score of 22
Highly Effective	19	19 points = NYS-provided score of 23
Highly Effective	20	20 points = NYS-provided score of 25-24

Applicable for Task 2.10 (Courses and corresponding HEDI charts follow each description.)

These courses will use the chart below:

All other 9-12 courses (not listed above)

PROCESS FOR ASSIGNING HEDI CATEGORIES: All other 9-12 courses (not listed above) teachers in the 9-12 school building will be using a school-wide measure. Their HEDI score will be based on grade 10's performance on the NYS Comprehensive English Regents. HEDI points will be awarded based on the overall percentage of students who meet or exceed individual growth targets, as compared to the pre-assessment baseline data.

Students, in the grades listed above, will be given a pretest, in the subject(s) listed above, at the beginning of the year as well as teachers will review historical data to establish a baseline; that baseline data will be used to set individual student growth targets. Individual student growth targets will be set by the Assistant Superintendent of Curriculum and Instruction in consultation with the principal and the teacher then verified by the Superintendent to ensure that growth targets are rigorous and comparable. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual growth targets on the assessment indicated above. Please see the chart below for the HEDI point distribution.

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	14%
Developing	3	15%	to	19%
Developing	4	20%	to	24%
Developing	5	25%	to	29%
Developing	6	30%	to	34%
Developing	7	35%	to	39%
Developing	8	40%	to	44%
Effective	9	45%	to	49%
Effective	10	50%	to	54%
Effective	11	55%	to	59%
Effective	12	60%	to	64%
Effective	13	65%	to	69%
Effective	14	70%	to	74%
Effective	15	75%	to	79%
Effective	16	80%	to	84%
Effective	17	85%	to	89%
Highly Effective	18	90%	to	94%
Highly Effective	19	95%	to	97%
Highly Effective	20	98%	to	100%

Section 3.3 Value-Added HEDI Point Ranges
Scoring of Locally Selected Measures

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified growth target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	15%
Developing	3	16%	to	20%
Developing	4	21%	to	25%
Developing	5	26%	to	30%
Developing	6	31%	to	35%
Developing	7	36%	to	41%
Effective	8	42%	to	49%
Effective	9	50%	to	57%
Effective	10	58%	to	66%
Effective	11	67%	to	74%
Effective	12	75%	to	82%
Effective	13	83%	to	91%
Highly Effective	14	92%	to	95%
Highly Effective	15	96%	to	100%

Section 3.3 No Value-Added HEDI Point Ranges

Scoring of Locally Selected Measures

If NYSED does not implement value added measures, this HEDI chart will be applied.

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified growth target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	14%
Developing	3	15%	to	19%
Developing	4	20%	to	24%
Developing	5	25%	to	29%
Developing	6	30%	to	34%
Developing	7	35%	to	39%
Developing	8	40%	to	44%
Effective	9	45%	to	49%
Effective	10	50%	to	54%
Effective	11	55%	to	59%
Effective	12	60%	to	64%
Effective	13	65%	to	69%
Effective	14	70%	to	74%
Effective	15	75%	to	79%
Effective	16	80%	to	84%
Effective	17	85%	to	89%
Highly Effective	18	90%	to	94%
Highly Effective	19	95%	to	97%
Highly Effective	20	98%	to	100%

Section 3.13 No Value-Added HEDI Point Ranges
Scoring of Locally Selected Measures

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	14%
Developing	3	15%	to	19%
Developing	4	20%	to	24%
Developing	5	25%	to	29%
Developing	6	30%	to	34%
Developing	7	35%	to	39%
Developing	8	40%	to	44%
Effective	9	45%	to	49%
Effective	10	50%	to	54%
Effective	11	55%	to	59%
Effective	12	60%	to	64%
Effective	13	65%	to	69%
Effective	14	70%	to	74%
Effective	15	75%	to	79%
Effective	16	80%	to	84%
Effective	17	85%	to	89%
Highly Effective	18	90%	to	94%
Highly Effective	19	95%	to	97%
Highly Effective	20	98%	to	100%

Section 4.5 Chart for Assigning Points and Determining HEDI Ratings

	Range of Points	Ineffective	Developing	Effective	Highly Effective
DOMAIN 1					
a. Knowledge of Content and Pedagogy	0-2.5	0	2.09	2.375	2.5
b. Knowledge of Students	0-2.5	0	2.09	2.375	2.5
c. Setting Instructional Outcomes	0-2.5	0	2.08	2.375	2.5
d. Knowledge of Resources	0-2.5	0	2.08	2.375	2.5
e. Designing Coherent Instruction	0-2.5	0	2.08	2.375	2.5
f. Designing Student Assessments	0-2.5	0	2.08	2.375	2.5
DOMAIN 1: PLANNING AND PREPARATION TOTAL	**15**	0	12.5	14.25	15

DOMAIN 2		Ineffective	Developing	Effective	Highly Effective
a. Respect and Rapport	0-3	0	2.5	2.85	3
b. Culture for Learning	0-3	0	2.5	2.85	3
c. Managing Classroom Procedures	0-3	0	2.5	2.85	3
d. Managing Student Behavior	0-3	0	2.5	2.85	3
e. Organizing Physical Spaces	0-3	0	2.5	2.85	3
DOMAIN 2: THE CLASSROOM ENVIRONMENT TOTAL	**15**	0	12.5	14.25	15

DOMAIN 3		Ineffective	Developing	Effective	Highly Effective
a. Communicating with Students	0-3	0	2.5	2.85	3
b. Questioning/Prompts and Discussion	0-3	0	2.5	2.85	3
c. Engaging Students in Learning	0-3	0	2.5	2.85	3
d. Using Assessment in Instruction	0-3	0	2.5	2.85	3
e. Using Flexibility and Responsiveness	0-3	0	2.5	2.85	3
DOMAIN 3: INSTRUCTION TOTAL	**15**	0	12.5	14.25	15

DOMAIN 4		Ineffective	Developing	Effective	Highly Effective
a. Reflecting on Teaching	0-2.5	0	2.09	2.375	2.5
b. Maintaining Accurate Records	0-2.5	0	2.08	2.375	2.5
c. Communicating with Families	0-2.5	0	2.09	2.375	2.5
d. Participating in a Professional Community	0-2.5	0	2.08	2.375	2.5
e. Growing and Developing Professionally	0-2.5	0	2.08	2.375	2.5
f. Showing Professionalism	0-2.5	0	2.08	2.375	2.5
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES TOTAL	**15**	0	12.5	14.25	15
		0	50	57	60
		If all ineffective, max is 0 points.	*If all developing, max is 50 points.*	*If all effective, max is 57 points.*	*If all highly effective, max is 60 points.*

CITY SCHOOL DISTRICT OF NEW ROCHELLE

TEACHER IMPROVEMENT PLAN

Name: _____ Position: _____ School: _____

Evaluator: _____ Position: _____

Date of Ineffective or Developing Rating: _____ Date Improvement Plan Commences: _____

Areas in need of improvement:
Expectations to demonstrate improvement:
Recommended resources and activities to help the principal's performance improve:
Assessment of the evidence to determine if expected improvement occurred:
Timeline to demonstrate improvement:
Summative Assessment:

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

CITY SCHOOL DISTRICT OF NEW ROCHELLE

TEACHER IMPROVEMENT PLAN PROCESS

The purpose of the Annual Professional Performance Review (APPR) is to improve instruction as well as to demonstrate the on-going commitment to the growth and development of teachers. In the event that a teacher receives a composite evaluation rating of "developing" or "ineffective", a Teacher Improvement Plan (TIP) must be implemented that will help the teacher improve. A TIP must be formulated and implemented as soon as possible but in no case later than ten (10) days after the date teachers are required to report to the opening of classes for the school year. (Education Law Section 3012-c (4))

The TIP will provide specific enough detail so that the teacher knows what his/her reported deficiencies are, what needs to be done to improve, and how compliance with the TIP will be measured. The TIP should include:

1) Identification of any teaching standards and/or performance indicators that need improvement
2) A timeline for achieving improvement
3) The manner in which the improvement will be assessed
4) Any professional learning activities the teacher must complete. The activities must be directly connected to the teaching standards and/or performance indicators needing improvement.
5) Where appropriate, differentiated activities to support improvement
6) Description of the artifacts that the teacher must produce that can serve as benchmarks of the teacher's improvement, and as evidence for the final stage of the TIP, should include items such as lessons, student work, or unit plans.
7) The supervisor must clearly indicate the additional support and assistance the teacher will receive

In the final stage of the TIP, the teacher shall meet with their supervisor to review the plan as well as any artifacts and evidence from the evaluations in order to provide a final, summative rating for the teacher. At the conclusion of the TIP, the evaluator will certify that all elements of the TIP have been made available to the teacher as outlined in the TIP. The teacher, at that time, will be given the opportunity to respond to the above mentioned certification, and have that response made a part of the record.

The teacher has a right to have a union representative present when the TIP is being developed and at any follow-up meeting to evaluate the progress of the TIP, including, but not limited to the final meeting, at the conclusion of the TIP, when the composite score and summative evaluation is discussed.

In the event that a teacher receives a composite evaluation rating of "developing" or "ineffective" for two (2) consecutive school years, and a TIP has been implemented after the first of the aforementioned years in which a teacher receives a composite evaluation rating of "developing" or "ineffective", the supervisor may recommend to the superintendent of schools, the termination of employment for said teacher. In such a situation, the teacher retains the full tenure protections provided by New York State Education Law, or other applicable law, as well as any additional protections provided by this or other agreement.

Section 7.3 No Value-Added HEDI Point Ranges for Principals
Scoring of Growth Measures

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified growth target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	14%
Developing	3	15%	to	19%
Developing	4	20%	to	24%
Developing	5	25%	to	29%
Developing	6	30%	to	34%
Developing	7	35%	to	39%
Developing	8	40%	to	44%
Effective	9	45%	to	49%
Effective	10	50%	to	54%
Effective	11	55%	to	59%
Effective	12	60%	to	64%
Effective	13	65%	to	69%
Effective	14	70%	to	74%
Effective	15	75%	to	79%
Effective	16	80%	to	84%
Effective	17	85%	to	89%
Highly Effective	18	90%	to	94%
Highly Effective	19	95%	to	97%
Highly Effective	20	98%	to	100%

Section 8.1 Value-Added HEDI Point Ranges for Principals
Scoring of Locally Selected Measures

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	15%
Developing	3	16%	to	20%
Developing	4	21%	to	25%
Developing	5	26%	to	30%
Developing	6	31%	to	35%
Developing	7	36%	to	41%
Effective	8	42%	to	49%
Effective	9	50%	to	57%
Effective	10	58%	to	66%
Effective	11	67%	to	74%
Effective	12	75%	to	82%
Effective	13	83%	to	91%
Highly Effective	14	92%	to	95%
Highly Effective	15	96%	to	100%

Section 8.1 No Value-Added HEDI Point Ranges for Principals
Scoring of Locally Selected Measures

If NYSED does not implement value added measures, this HEDI chart will be applied.

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified growth target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	14%
Developing	3	15%	to	19%
Developing	4	20%	to	24%
Developing	5	25%	to	29%
Developing	6	30%	to	34%
Developing	7	35%	to	39%
Developing	8	40%	to	44%
Effective	9	45%	to	49%
Effective	10	50%	to	54%
Effective	11	55%	to	59%
Effective	12	60%	to	64%
Effective	13	65%	to	69%
Effective	14	70%	to	74%
Effective	15	75%	to	79%
Effective	16	80%	to	84%
Effective	17	85%	to	89%
Highly Effective	18	90%	to	94%
Highly Effective	19	95%	to	97%
Highly Effective	20	98%	to	100%

Section 8.2 No Value-Added HEDI Point Ranges for Principals
Scoring of Locally Selected Measures

HEDI Rating	HEDI Points	% of the students that meet or exceed the identified growth target		
Ineffective	0	0%	to	4%
Ineffective	1	5%	to	9%
Ineffective	2	10%	to	14%
Developing	3	15%	to	19%
Developing	4	20%	to	24%
Developing	5	25%	to	29%
Developing	6	30%	to	34%
Developing	7	35%	to	39%
Developing	8	40%	to	44%
Effective	9	45%	to	49%
Effective	10	50%	to	54%
Effective	11	55%	to	59%
Effective	12	60%	to	64%
Effective	13	65%	to	69%
Effective	14	70%	to	74%
Effective	15	75%	to	79%
Effective	16	80%	to	84%
Effective	17	85%	to	89%
Highly Effective	18	90%	to	94%
Highly Effective	19	95%	to	97%
Highly Effective	20	98%	to	100%

Conversion Chart for Mutidimensional Principal Performance Rubric

Multidimensional Principal Performance Rubric	
Effective the 2012-2013 School Year and thereafter	
DOMAIN 1: Shared Vision of Learning	
a. Culture	3.5
b. Sustainability	3.5
DOMAIN 2: School Culture and Instructional Program	
a. Culture	4
b. Instructional Program	5
c. Capacity Building	5
d. Sustainability	4
e. Strategic Planning Process	4
DOMAIN 3: Safe, Efficient, Effective Learning Environment	
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	5
DOMAIN 4: Community	
a. Strategic Planning Process: Inquiry	3
b. Culture	2
c. Sustainability	2
DOMAIN 5: Integrity, Fairness, Ethics	
a. Sustainability	2.5
b. Culture	2.5
DOMAIN 6: Political, Social, Economic, Legal & Cultural Content	
a. Sustainability	1
b. Culture	1
	Total = 60

Multiplier for Each Indicator	
Highly Effective	**1**
Effective	**.95**
Developing	**.85**
Ineffective	**0**

Points are allocated differently for certain indicators as an outcome of the collective bargaining process. The lead evaluator will give a HEDI rating to each indicator and the indicator point is then multiplied by the numbers below. At the end of the evaluation, all indicators are added and decimals are converted to whole numbers for the final composite score (0-60).

If the principal is highly effective on the selected indicator, the indicator is multiplied by 1.

If the principal is effective on the selected indicator, the indicator is multiplied by .95.

If the principal is developing on the selected indicator, the indicator is multiplied by .85.

If the principal is ineffective on the selected indicator, the indicator is multiplied by 0.

<u>Example:</u>
Domain 1a: Principal is developing. (3.5 x .85 = 2.975)
Domain 1b: Principal is ineffective. (3.5 x 0 = 0)
Total for Domain 1: 2.975

Domain 2-6: Principal is Highly effective.
Total for Domain 2-6: 53

53 + 2.975= 55.975 (Rounding will not result in a principal moving from one HEDI rating category to another. If rounding up would result in the principal moving from one HEDI rating category to a higher rating category, the number must be rounded down.)

Total score: 56
Principal will receive a developing rating.

CITY SCHOOL DISTRICT OF NEW ROCHELLE

PRINCIPAL IMPROVEMENT PLAN

Name: _____ School: _____

Evaluator: _____ Position: _____

Date of Ineffective or Developing Rating: _____ Date Improvement Plan Commences: _____

Areas in need of improvement:
Expectations to demonstrate improvement:
Recommended resources and activities to help the principal's performance improve:
Assessment of the evidence to determine if expected improvement occurred:
Timeline to demonstrate improvement:
Summative Assessment:

Principal Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

CITY SCHOOL DISTRICT OF NEW ROCHELLE

PRINCIPAL IMPROVEMENT PLAN

PRINCIPAL IMPROVEMENT PLAN PROCESS

A. The **Principal Improvement Plan** (PIP) for a principal who is rated ineffective or developing through an annual professional performance review (APPR) shall be comprised of the following elements:

1. The Principal Improvement Plan (PIP) is designed to address a specific area or areas in need of improvement, drawn from the evaluation criteria set forth in the MPPR Rubric. The purpose of the PIP is to assist principals to work to their fullest potential. The PIP provides assistance and provides feedback to the principal and establishes a timeline for assessing its overall effectiveness.

2. For a principal who received a composite APPR rating of *ineffective or developing*, the PIP must be in place within fourteen days after receiving the administrator's evaluation or ten school days from the opening of classes in the school year following the school year for which the principal's performance was measured, whichever comes first.

3. The length of a PIP for a tenured principal shall range between three months – five months in duration, but not longer than through the end of the school year, as determined by the District.

4. The principal must be offered the opportunity for a peer mentor chosen by the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and the principal will be confidential.

5. After the issuance of the PIP, the Superintendent will meet with the building principal at least once every four weeks to review his or her progress regarding the areas identified in the PIP. If progress is not being made the Superintendent shall notify the principal of this in writing and make constructive suggestions on how to address the concerns raised. At the conclusion of the PIP, the Superintendent shall issue a written statement that reflects upon the quality of the artifacts as well as the evidence gathered through observations. At any point during the agreed-upon duration of the PIP, the Superintendent will confer with the principal to assess the intervention and the level of improvement. Once the goals have been met, the Superintendent may decide to terminate the PIP; a written acknowledgement to that effect shall be signed by the Superintendent of Schools.

6. If the tenured principal is rated as *developing or ineffective* after the year of the first PIP, a new plan will be developed for the ensuing school year by the principal and the Superintendent in the collaboration with the Association according to these guidelines for the subsequent school year. A second consecutive ineffective evaluation may lead to an expedited 3020-a proceeding brought pursuant to Education Law Section 3012-c.

The Principal Improvement Plan (PIP) must consist of the following:

I. **Specific Area for Improvement:** Identify specific area(s) in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period for the Plan.

II. **Expected Outcomes of the PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.

III. **Resources:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues, course, mentor, workshops, peer visits, materials, conferences, et al.

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

V. **Timeline:** The length of a PIP for a tenured principal shall range between three months – five months in duration, but not longer than through the end of the school year, as determined by the District. A specific timeline shall be added for implementation of the various components of the PIP and for final completion of the PIP. The district shall identify dates for preparation of written documentation regarding completion of the Plan.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

6.16.14

Teachers Union President Signature: Date:

Martin Daly 6/16/2014

Administrative Union President Signature: Date:

6/16/14

Board of Education President Signature: Date:

David Lacher 6/16/14