



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

Commissioner of Education
President of the University of the State of New York
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January 2, 2013

Edward Melnick, Superintendent
North Shore Central School District
112 Franklin Ave.
Sea Cliff, NY 11579

Dear Superintendent Melnick:

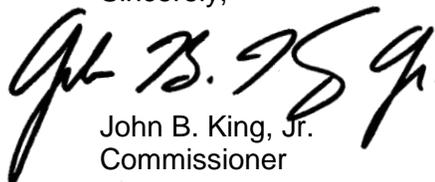
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Thomas L. Rogers

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, June 25, 2012

Updated Saturday, December 15, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280501060000

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

280501060000

1.2) School District Name: NORTH SHORE CSD

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

NORTH SHORE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, June 25, 2012

Updated Tuesday, December 18, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	North Shore District Created Kindergarten Benchmark ELA Assessment
1	District, regional, or BOCES-developed assessment	North Shore District Created First Grade Benchmark ELA Assessment
2	District, regional, or BOCES-developed assessment	North Shore District Created Second Grade Benchmark ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will identify the average acceptable growth for each student within the grade. Growth will be measured via a consistent (grade-level across the district) pre and post-test developed by faculty and administrators, aligned with the Common Core Learning Standards. Each teacher will complete all fields in the SLO template. All templates will be reviewed and approved by building principal, academic director and the Assistant Superintendent for Instruction. Pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. The administrative staff in collaboration with the faculty set the growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points 57-59% of students meet growth target. 7 Points 55-56% of students meet growth target. 6 Points 53-54% of students meet growth target. 5 Points 51-52% of students meet growth target. 4 Points 49-50% of students meet growth target. 3 Points 48% of students meet growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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	North Shore District Created Benchmark K Math Assessment
1	District, regional, or BOCES-developed assessment	North Shore District Created Benchmark Grade One Math Assessment
2	District, regional, or BOCES-developed assessment	North Shore District Created Benchmark 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will identify the average acceptable growth for each student within the grade. Growth will be measured via a consistent (grade-level across the district) pre and post-test developed by faculty and administrators, aligned with the Common Core Learning Standards. Each teacher will complete all fields in the SLO template. All templates will be reviewed and approved by building principal, academic director and the Assistant Superintendent for Instruction. Pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. Points will be based on the percentage of students meeting the growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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	North Shore District Created Grade 6 Benchmark Science Assessment
7	District, regional or BOCES-developed assessment	North Shore District Created Grade 7 Benchmark Science Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth in grades six and seven science will be measured by district developed assessments measuring content knowledge, skills and conceptual understanding. These assessments are common across the grade level. Points will be assigned based on the percentage of students meeting the growth target will be converted to a scale score of 0 to20 In grade 8, all North Shore Students take the Regents Exam in Living Environment, instead of the NYS Grade 8 science assessment. HEDI categories will be assigned based upon performance on the Regents Exam, as determined by NYS.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points 57-59% of students meet growth target. 7 Points 55-56% of students meet growth target. 6 Points 53-54% of students meet growth target. 5 Points 51-52% of students meet growth target. 4 Points 49-50% of students meet growth target. 3 Points 48% of students meet growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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	North Shore District Created Grade 6 Benchmark Social Studies Assessment
7	District, regional or BOCES-developed assessment	North Shore District Grade 7 Created Benchmark Social Studies Assessment
8	District, regional or BOCES-developed assessment	North Shore District Grade 8 Created Benchmark Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will identify the average acceptable growth for each student within the grade. Growth will be measured via a consistent (grade-level across the district) pre and post-test developed by faculty and administrators, aligned with the Common Core Learning Standards. Each teacher will complete all fields in the SLO template. All templates will be reviewed and approved by building principal, academic director and the Assistant Superintendent for Instruction. Pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. Points will be based on the percentage of students meeting the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points 57-59% of students meet growth target. 7 Points 55-56% of students meet growth target. 6 Points 53-54% of students meet growth target. 5 Points 51-52% of students meet growth target. 4 Points 49-50% of students meet growth target. 3 Points 48% of students meet growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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	North Shore District developed final Global I Exam.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will identify the average acceptable growth for each student within the grade. Growth will be measured via a consistent (grade-level across the district) pre and post-test developed by faculty and administrators, aligned with the Common Core Learning Standards. Each teacher will complete all fields in the SLO template. All templates will be reviewed and approved by building principal, academic director and the Assistant Superintendent for Instruction. Pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. Points will be based on the percentage of students meeting the growth target. Points will be assigned based on the percentage of students meeting the growth target as set by the principal and teacher using baseline data, will be converted to a scale of 20
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points 57-59% of students meet growth target. 7 Points 55-56% of students meet growth target. 6 Points 53-54% of students meet growth target. 5 Points 51-52% of students meet growth target. 4 Points 49-50% of students meet growth target. 3 Points 48% of students meet growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Results on the Earth Science/Living Environment/Chemistry/Physical Setting Regents Exams will be measured against baseline pretests to determine growth towards mastery
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Results on the Algebra I/Geometry Algebra 2 Regents Exams will be measured against baseline pretests to determine growth towards mastery.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of meet growth target. 9 Points 60% of students meet growth target.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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	North Shore District developed Grade 9 ELA Final Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	North Shore District Developed Grade 10 Final ELA Assessment
Grade 11 ELA	Regents assessment	ELA Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will identify the average acceptable growth for each student within the grade. Growth will be measured via a consistent (grade-level across the district) pre and post-test developed by faculty and administrators, aligned with the Common Core Learning Standards. Each teacher will complete all fields in the SLO template. All templates will be reviewed and approved by building principal, academic director and the Assistant Superintendent for Instruction. Pre-test scores will be the baseline and will be compared to the final assessment score to determine growth. Points will be based on the percentage of
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	students meeting the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points 57-59% of students meet growth target. 7 Points 55-56% of students meet growth target. 6 Points 53-54% of students meet growth target. 5 Points 51-52% of students meet growth target. 4 Points 49-50% of students meet growth target. 3 Points 48% of students meet growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points 47% of students meet growth target. 1 Point 46% of students meet growth target. 0 Points 0-45%of students meet 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
K-12 Art	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Art Assessments
K-12 Music	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Music Assessments
K-12 Physical Education	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Physical Education Assessments
K-9 Health	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Health Assessments
Elementary School-Wide Enrichment	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Exam based on ELA Common Core Standards
Mandarin K/1	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Mandarin Assessments
French, Italian, Spanish, Latin	District, Regional or BOCES-developed	North Shore District Developed Grade and Language Specific Assessments
High School Elective Courses (English, Math, Science, Social Studies)	District, Regional or BOCES-developed	North Shore District Developed Grade and Course Specific Assessments
Resource Room	District, Regional or BOCES-developed	North Shore District District Developed Grade Level Assessments ELA/MATH Aseessments

Technology	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Techonoloby Assessments
Family Consumer Science	District, Regional or BOCES-developed	North Shore District Developed Course Specific FCS Assessments
Library	District, Regional or BOCES-developed	North Shore District Developed Grade Specific Library Assessments
ESL K-12	State Assessment	NYSESLAT
Speech	District, Regional or BOCES-developed	North Shore istrict Developed Grade Specific Speech Assessments
Theater	District, Regional or BOCES-developed	North Shore District developed course specific theater assessments.
Reading	District, Regional or BOCES-developed	North Shore District developed grade specific reading outcomes assessment.
All Others	District, Regional or BOCES-developed	North Shore District Developed Course specific assessments Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs will identify the average acceptable growth for each student within the the course in the grade. Growth will be measured via a consistent (grade-level across the distract or course) pre and post-test developed by faculty and administrators, aligned with the Common Core Learning Standards. Each teacher will complete all fields in the SLO template. All templates will be reviewed and approved by building principal, academic director and the Assistant Superintendent for Instruction. Pre-test scores will be the baseline and wil be compared to the final assessment score to determine growth. Points will be basked on the percentage of students meeting the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points 85-100% of students meet growth target. 19 Points 82-84% of students meet growth target. 18 Points 80-81 of students meet growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points 76-79% of students meet growth target. 16 Points 72-75% of students meet growth target. 15 Points 68-71% of students meet growth target. 14 Points 66-67% of students meet growth target. 13 Points 64-65% of students meet growth target. 12 Points 63% of students meet growth target. 11 Points 62% of students meet growth target. 10 Points 61% of students meet growth target. 9 Points 60% of students meet growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points 57-59% of students meet growth target. 7 Points 55-56% of students meet growth target. 6 Points 53-54% of students meet growth target. 5 Points 51-52% of students meet growth target. 4 Points 49-50% of students meet growth target. 3 Points 48% of students meet growth target.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

2 Points 47% of students meet growth target.
1 Point 46% of students meet growth target.
0 Points 0-45%of students meet growth target

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

N/A

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
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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
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2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
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2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

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

3.2) Grades 4-8 Math

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

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

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

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

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

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school based group metric will be developed, based upon the number of percentage points achieved above the state average on the NYS ELA Assessments. Normal rounding rules would apply should a decimal occur in the final average.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points-7 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 19 Points-6 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 18 Points-5 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points-4 Percentage points above the ELA state average percentage numbers for achieving levels 3/4 16 Points-3 percentage points above the ELA state average percentage numbers for achieving Levels 3/4 15 Points-2 percentage points above the ELA state average percentage numbers for achieving levels 3/4 14 Points-1 percentage point above the ELA state

average percentage numbers for achieving Levels 3/4
 13 points-at the ELA state average percentage numbers for achieving levels 3/4
 12 points-1 percentage point below the ELA state average percentage numbers for achieving levels 3/4
 11 points-2 percentage points below the ELA state average percentage numbers for achieving Levels 3/4
 10 Points-e percentage points below the ELA state average percentage numbers for achieving Levels 3/4
 9 pints-4 percentage points below the ELA state average percentage numbers for achieving levels 3/4

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

8 Points-5 percentage points below the ELA state average percentage numbers for achieving levels 3/4
 7points-6 percentage points below the ELA state average percentage numbers for achieving levels 3/4
 6points- 7 percentage points below the ELA state average percentage numbers for achieving levels 3/4
 5 points-8 percentage points below the ELA state average percentage numbers for achieving levels 3/4
 4 points-9 percentage points below the ELA state average percentage numbers for achieving levels 3/4
 3 points-10 percentage points below the ELA state average percentage numbers for achieving levels 3/4

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

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

3.5) Grades K-3 Math

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

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

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

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

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

A school-based group metric will be developed. based upon the number of percentage points achieved above the state average on the NYS Mathematics Assessments Normal rounding rules would apply should a decimal occur

	in the final average
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points-7 percentage points above the Math state average percentage numbers for achieving Levels 3/4 19 Points-6 percentage points above the Math state average percentage numbers for achieving Levels 3/4 18 Points-5 percentage points above the mathematics state average percentage numbers for achieving Levels 3/4
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points-4 Percentage points above the Math state average percentage numbers for achieving levels 3/4 16 Points-3 percentage points above the Math state average percentage numbers for achieving Levels 3/4 15 Points-2 percentage points above the Math state average percentage numbers for achieving levels 3/4 14 Points-1 percentage point above the Math state average percentage numbers for achieving Levels 3/4 13 points-at the Math state average percentage numbers for achieving levels 3/4 12 points-1 percentage point below the Math state average percentage numbers for achieving levels 3/4 11 points-2 percentage points below the Math state average percentage numbers for achieving Levels 3/4 10 Points-e percentage points below the Math state average percentage numbers for achieving Levels 3/4 9 pints-4 percentage points below the Math state average percentage numbers for achieving levels 3/4
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points-5 percentage points below the Math sate average percentage numbers for achieving levels 3/4 7points-6 percentage points below the Math state average percentage numbers for achieving levels 3/4 6points- 7 percentage points below the Math state average percentage numbers for achieving levels 3/4 5 points-8 percentage points below the Math state average percentage numbers for achieving levels 3/4 4 points-9 percentage points below the Math state average percentage numbers for achieving levels 3/4 3 points-10 percentage points below the Math state average percentage numbers for achieving levels 3/4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points-11 percentage points below the MATH state average percentage numbers for achieving levels 3/4 1 point-12 percentage points below the Math state average percentage numbers for achieving levels 3/4 0 points-13 or more percentage points below the Math state average percentage numbers for achieving levels 3/4

3.6) Grades 6-8 Science

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school-based group metric will be developed, based upon the number of percentage points achieved about the state average on the NYS ELA and Mathematics Assessments Normal rounding rules would apply should a decimal occur in the final average
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points-7 percentage points above the Math/ELA state average percentage numbers for achieving Levels 3/4 19 Points-6 percentage points above the Math/ELA state average percentage numbers for achieving Levels3/4 18 Points-5 percentage points above the Math/ELA state average percentage numbers for achieving Levels 3/4
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points-4 Percentage points above the Math/ELA state average percentage numbers for achieving levels 3/4 16 Points-3 percentage points above the Math/ELA state average percentage numbers for achieving Levels 3/4 15 Points-2 percentage points above the Math/ELA state average percentage numbers for achieving levels 3/4 14 Points-1 percentage point above the Math/ELA state average percentage numbers for achieving Levels 3/4 13 points-at the Math/ELA state average percentage numbers for achieving levels 3/4 12 points-1 percentage point below the Math/ELA state average percentage numbers for achieving levels 3/4 11 points-2 percentage points below the Math/ELA state average percentage numbers for achieving Levels 3/4 10 Points-e percentage points below the Math/ELA state average percentage numbers for achieving Levels 3/4 9 pints-4 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points-5 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4 7points-6 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4 6points- 7 percentage points below the Math/E:LA state average percentage numbers for achieving levels 3/4 5 points-8 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4 4 points-9 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4 3 points-10 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points-11 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4 1 point-12 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4 0 points-13 or more percentage points below the Math/ELA state average percentage numbers for

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school-based group metric will be developed, based upon the number of percentage points achieved about the state average on the NYS ELA and Mathematics Assessments Normal rounding rules would apply should a decimal occur in the final average.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points-7 percentage points above the Math/ELA state average percentage numbers for achieving Levels 3/4 19 Points-6 percentage points above the Math/ELA state average percentage numbers for achieving Levels 3/4 18 Points-5 percentage points above the Math/ELA state average percentage numbers for achieving Levels 3/4
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points-4 Percentage points above the Math/ELA state average percentage numbers for achieving levels 3/4 16 Points-3 percentage points above the Math/ELA state average percentage numbers for achieving Levels 3/4 15 Points-2 percentage points above the Math/ELA state average percentage numbers for achieving levels 3/4 14 Points-1 percentage point above the Math/ELA state average percentage numbers for achieving Levels 3/4 13 points-at the Math/ELA state average percentage numbers for achieving levels 3/4 12 points-1 percentage point below the Math/ELA state average percentage numbers for achieving levels 3/4 11 points-2 percentage points below the Math/ELA state average percentage numbers for achieving Levels 3/4 10 Points-e percentage points below the Math/ELA state average percentage numbers for achieving Levels 3/4 9 pints-4 percentage points below the Math/ELA state average percentage numbers for achieving levels 3/4

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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Global 2	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
American History	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government

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.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average for mastery on the following Regents Exams: Global History Geography, English, Geometry, Earth Science, US History and Government. Normal
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rounding rules would apply should a decimal occur in the final average.

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

20 Points-7 percentage points above the state average percentage numbers for achieving mastery.
19 Points-6 percentage points above the state average percentage numbers for achieving mastery
18 Points-5 percentage points above the state average percentage numbers for achieving mastery in the Regents noted above.

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

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

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

4 points-9 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.
3 points-10 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.

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

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

3.9) High School Science

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Living Environment	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Earth Science	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Chemistry	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Physics	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government

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

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

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

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4 points-9 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above. 3 points-10 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points-11 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above. 1 point-12 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above. 0 points-13 or more percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Geometry	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average for mastery on the following Regents Exams: Global History Geography, English, Geometry, Earth Science, US History and Government. Normal rounding rules would apply should a decimal occur in the final average.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>20 Points-7 percentage points above the state average percentage numbers for mastery in the Regents noted above.</p> <p>19 Points-6 percentage points above the state average percentage numbers for mastery in the Regents listed above.</p> <p>18 Points-5 percentage points above the state average percentage numbers for mastery in the Regents noted above.</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>17 Points-4 Percentage points above the state average percentage numbers for mastery in the Regents listed above..</p> <p>16 Points-3 percentage points above the state average percentage numbers for achieving mastery</p> <p>15 Points-2 percentage points above the state average percentage numbers for achieving mastery.</p> <p>14 Points-1 percentage point above the state average percentage numbers for achieving mastery.</p> <p>13 points-at the state average percentage numbers for achieving mastery in the Regents noted above.</p> <p>12 points-1 percentage point below the state average percentage numbers for achieving mastery.</p> <p>11 points-2 percentage points below the state average percentage numbers for achieving mastery</p> <p>10 Points-1 percentage point below the state average percentage numbers for achieving mastery in the Regents noted above.</p> <p>9 points-4 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>4 points-9 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.</p> <p>3 points-10 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>2 points-11 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.</p> <p>1 point-12 percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.</p> <p>0 points-13 or more percentage points below the state average percentage numbers for achieving mastery in the Regents noted above.</p>

3.11) High School English Language Arts

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A school-based group metric will be developed, based upon the number of percentage points achieved above the state average for mastery on the following Regents Exams: Global History Geography, English, Geometry, Earth Science, US History and Government. Teachers will receive 5 scores based on the comparisons of all five Regents exams based on a comparison to NYS averages for mastery. The scores will be added together and divided by five to determine the final group metric for locally selected measures. Normal rounding rules would apply should a decimal occur in the final average.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points-7 percentage points above the state average percentage numbers for mastery in the Regents noted above. 19 Points-6 percentage points above the state average percentage numbers for mastery in the Regents listed above. 18 Points-5 percentage points above the state average percentage numbers for mastery in the Regents noted above.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points-4 Percentage points above the state average percentage numbers for passing in the Regents listed above.. 16 Points-3 percentage points above the state average percentage numbers for achieving mastery 15 Points-2 percentage points above the state average percentage numbers for achieving mastery. 14 Points-1 percentage point above the state average percentage numbers for achieving mastery. 13 points-at the state average percentage numbers for achieving mastery in the Regents noted above. 12 points-1 percentage point below the state average percentage numbers for mastery. 11 points-2 percentage points below the state average percentage numbers for achieving mastery 10 Points-1 percentage point below the state average percentage numbers for mastery in the Regents noted

above.
9 points-4 percentage points below the state average percentage numbers for mastery in the Regents noted above.

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

4 points-9 percentage points below the state average percentage numbers for mastery in the Regents noted above.
3 points-10 percentage points below the state average percentage numbers for mastery in the Regents noted above.

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

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

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
Art	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Music	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Physical Education	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Health	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Elementary School-Wide Enrichment	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments

Mandarin K/1	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments
French, Italian, Spanish, Latin	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
High School Elective Courses Math, Science, English, Social Studies	6(ii) School wide measure computed locally	Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Resource Room	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments
Technology	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Family Consumer Science	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Library	6(ii) School wide measure computed locally	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
Theater	6(ii) School wide measure computed locally	Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government
All Others	6(i) School-wide measure based on State-provided measure	K-5 -Grade 4/5 NYS ELA/Math Assessments Grades 6-8 NYS ELA/Math Assessments. Grades 9-12 NYS Regents Assessments in Global History Geography, English, Geometry, Earth Science and US History and Government

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

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 K-5, the 4th and 5th grade ELA percentages at Levels 3/4 will be compared with NYS percentages.. Fourth and fifth grade mathematics percentage at Levels 3/4 will be compared with NYS percentages. Teachers will receive two sets of points for these scores. All points will be added and divided by four to determine the final group metric for locally selected measures at each elementary school. For grades 6-8, the sixth, seventh and eighth grade ELA percentages at Levels 3/4 will be compared with NYS percentages. Teachers will receive three sets of points for these scores. Sixth, seventh and eighth grade mathematics percentages at Levels 3/4 will be compared with New York State percentages. Teachers will receive three sets of points for these scores. All points will be added and divided by six to determine the final group metric for Locally Selected Measures at the Middle School levels. For Grades 9-12, a school-based group metric will be developed, based upon the number of percentage points achieved above the state average on the following Regents Exams: Global History Geography, English, Geometry, Earth Science, US History and Government. For Grades 6-8, a school-based group metric will be developed, based upon the number of percentage points achieved on the NYS ELA/Math assessments in 6-8. For grades K-5, a school-based group metric will be developed, based upon the number of percentage points achieved on the NYS ELA/Math grade 4/5 Assessments.

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

20 Points-7 percentage points above the state average percentage numbers for achieving Levels 3/4, or passing
 19 Points-6 percentage points above the state average percentage numbers for achieving Levels 3/4 or passing
 18 Points-5 percentage points above the state average percentage numbers for achieving Levels 3/4, or passing.

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

17 Points-4 Percentage points above the state average percentage numbers achieving Levels 3/4 or passing in the Regents listed above..
 16 Points-3 percentage points above the state average percentage numbers for achieving mastery
 15 Points-2 percentage points above the state average percentage numbers for achieving achieving Levels 3/4 or passing .
 14 Points-1 percentage point above the state average percentage numbers for achieving Levels 3/4 or passing.
 13 points-at the state average percentage numbers for achieving Levels 3/4 or passing in the Regents noted above.
 12 points-1 percentage point below the state average percentage numbers for achieving Levels 3/4 or passing passing.
 11 points-2 percentage points below the state average percentage numbers for achieving Levels 3/4 or passing
 10 Points-1 percentage point below the state average percentage numbers achieving Levels 3/4 or passing in the Regents noted above.
 9 points-4 percentage points below the state average percentage numbers for achieving Levels 3/4 or passing in the Regents noted above.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4 points-9 percentage points below the state average percentage numbers for achieving levels 3/4 or passing in the Regents noted above. 3 points-10 percentage points below the state average percentage numbers for achieving levels 3/4 or passing in the Regents noted above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 points-11 percentage points below the state average percentage numbers for achieving levels 3/4 or mastery in the Regents noted above. 1 point-12 percentage points below the state average percentage numbers for achieving levels 3/4 or passing in the Regents noted above. 0 points-13 or more percentage points below the state average percentage numbers for achieving levels 3/4 or passing in the Regents noted above.

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

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

3.15) Teachers with More Than One Locally Selected Measure

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

(No response)

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 25, 2012

Updated Tuesday, December 18, 2012

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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.)

Thoughtful Classroom Teacher Effectiveness Framework

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

We are using the Thoughtful Classroom Teacher Effectiveness Framework. All 60 points will be based upon observations of classroom performance. The process for assigning points and determining HEDI ratings has been collectively bargained with the Teachers' Union. Points will be equally divided among the ten domains of the rubric. Teachers will receive between 0-6 points (He=6, E=5.7-5.9, D=5.0-5.6, I=0-4.9) in each of the ten domains per observation based on the evidence observed in each element/domain. The total point values for each observation will be averaged in order to determine a final value for the assignment of HEDI points. Averages will be rounded to the nearest 10th.

*A score of 6 based upon the Thoughtful Teacher Effectives Framework will convert to a score of 60 points
6.0=60 points*

A score of 5.7-5.9 based upon based upon the Thoughtful Teacher Effectives Framework will convert to a score of 57-59

5.7=57 points

5.8=58 points

5.9=59 points

A score of 5.0-5.6 based upon based upon the Thoughtful Teacher Effectives Framework will convert to a score of 50-56

5.0=50 points

5.1=51 points

5.2=52 points

5.3=53 points

5.4=54 points

5.5=55 points

5.6=56 points

A score of 0-4.9 based upon based upon the Thoughtful Teacher Effectives Framework will convert to a score of 0-49

.0=0 points

.1=1 points

.2=2 points

.3=3 points

.4=4 points

.5=5 points

.6=6 points

.7=7 points

.8=8 points

.9=9 points

1.0=10 points

1.1=11 points

1.2=12 points

1.3=13 points

1.4=14 points

1.5=15 points

This scale will continue through to 4.9=49 points.

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

[assets/survey-uploads/5091/145607-eka9yMJ855/4.5 Process for assigning points and determining HEDI Rating.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A score of 6 based upon the Thoughtful Teacher Effectives Framework will convert to a score of 60 points 6.0=60 points
Effective: Overall performance and results meet NYS Teaching Standards.	A score of 5.7-5.9 based upon based upon the Thoughtful Teacher Effectives Framework will convert to a score of 57-59 5.7=57 points 5.8=58 points 5.9=59 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score of 5.0-5.6 based upon based upon the Thoughtful Teacher Effectives Framework will convert to a score of 50-56 5.0=50 points 5.1=51 points

5.2=52 points
 5.3=53 points
 5.4=54 points
 5.5=55 points
 5.6=56 points

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

A score of 0-4.9 based upon based upon the Thoughtful Teacher Effectives Framework will convert to a score of 0-49

.0=0 points
 .1=1 points
 .2=2 points
 .3=3 points
 .4=4 points
 .5=5 points
 .6=6 points
 .7=7 points
 .8=8 points
 .9=9 points
 1.0=10 points
 1.1=11 points
 1.2=12 points
 1.3=13 points
 1.4=14 points
 1.5=15 points

This scale will continue through to 4.9=49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/145620-Df0w3Xx5v6/Tip Plan to be upload for APPR.docx

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:

The timeline for appeals is included in the teacher contract.

Appeals Process

a. The parties agree that in the context of any appeal filed by a unit member pursuant to Section 3012-c of the Education Law, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal. The Superintendent's

determination shall not be grievable or arbitrable. Notwithstanding the foregoing, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a.

b. The APPR appeals process shall be available only to teachers who have received an Overall Performance Rating of either "Ineffective" or "Developing" on their End of the Year Evaluation. Any teacher who has received an Overall Performance Rating of "highly effective" or "effective" on their End of the Year Evaluation shall not be permitted to appeal any aspect of his/her End of the Year Evaluation, except that if there is a monetary disadvantage for being rated "effective," then a teacher may appeal such rating.

c. Within thirty (30) school days of a teacher's receipt of the annual evaluation, the teacher may file an appeal with the Superintendent of Schools. Such appeal must be in writing. The Superintendent of Schools shall hold a meeting with the teacher to include a Federation representative if requested by the teacher within ten (10) school days of the Superintendent's receipt of the teacher's written appeal. The Superintendent of Schools shall render a written decision not more than ten (10) school days after such meeting.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Assistant Superintendent for Instruction and a district elementary principals attended all required Nassau BOCES network training meetings for Lead Teacher Evaluators. They turn-key trained all other district administrators at monthly administrators' meetings. Inter-rater reliability was achieved over time through a series of full group observations of taped lessons. Following each observation, the full team of administrators discussed their evaluation of the lessons observed according to the rubric used to assess the lessons. The turn-key trainers stressed that evaluations of teacher performance must be based on observable evidence witnessed during the classroom observation of teaching. The Board of Education certified the training of all administrators.

Similarly, the Superintendent attended all required training meetings for the Lead Principal Evaluators. He, in turn, trained the Assistant Superintendent through co-evaluation meetings with all district principals. Again the Board of Education has certified this training

For 2012-2013, the district has employed Harvey Silver to provide 10 full days of teacher observation and evaluation training for all district administrators using the Thoughtful Classroom Teacher Framework rubric for the purposes of inter-rater reliability.

Newly hired administrators will be trained on an ongoing basis and certified by the as they complete all required components of the training.

All Administrators (evaluators and lead evaluators) will be recertified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, June 25, 2012

Updated Tuesday, December 18, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	Grades 4 5 ELA and Math Assessments
6-8	(a) achievement on State assessments	Grades 6, 7 8 ELA and Math Assessments
9-12	(a) achievement on State assessments	Regents Exams in Global History, US History, English, Geometry, Earth Science

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.	A metric will be develop for each elementary school and the Middle School based upon the number of percentage points achieved above the state average on the NYS ELA and Mathematics Assessments. Similarly a metric will be developed for the High School based upon the percentage of students achieving mastery (as compared to the State) on the following Regents Exams: Global History, US History, English, Geometry and Earth Science. Normal rounding procedures will be utilized.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 points- 4-7 percentage points above the ELA and mathematics state average percentage numbers for achieving Levels 3/4 . (NYS ELA/Math Assessments for Grades K-5 and 6-8)or Mastery of 85 on Regents(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12) 14 Points-1-3 percentage points above the ELA and

mathematics state average percentage numbers for achieving Levels 3/4 . (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

13 points- At the NYS average percentage number for students achieving Levels 3/4 . (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

12 points- -1 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

11 points- -2 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

10 points- -3 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

9 points- -4 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

8 points- -5 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

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

7 points- -6 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

6 points- -7 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

5 points- -8 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

4 points- -9 percentage points below the ELA and

mathematics state average percentage numbers for achieving Levels 3/4
3 points- -10 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

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

2 points- -11 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

1 points- -12 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

0 points- -13 percentage points below the ELA and mathematics state average percentage numbers for achieving Levels 3/4 (NYS ELA/Math Assessments for Grades K-5 and 6-8)(NYS Regents Exams in Global History, US History, English, Geometry and Earth Science for Grades 9-12)

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
---	---------------

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(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 Monday, June 25, 2012

Updated Sunday, December 16, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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.

A point value for each dimension of the rubric will be provided based upon observation and evidence. The holistic point value for each domain will be added together for a total value, which will be converted into a point score, based on evidence observed in each subcomponent. Resulting rubric scores will be rounded to the nearest number

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

<assets/survey-uploads/5143/145653-pMADJ4gk6R/Principal Rubric Scoring.docx>

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.	The level of performance is considered expert. The Principal applies relevant instructional supervisory and leadership practices and is able to adapt them to teachers' and students' needs and particular learning situations. These practices have a consistently positive impact on teacher effectiveness and student learning. 54-60 Points
Effective: Overall performance and results meet standards.	The Principal applies relevant instructional supervisory and leadership practices that have a positive impact on teacher effectiveness and student learning. 48-53 Points
Developing: Overall performance and results need improvement in order to meet standards.	The Principal is using relevant instructional supervisory and leadership practices but the practices need further refinement. With refinement, the impact on teacher effectiveness and student learning can be increased. 42-47 Points
Ineffective: Overall performance and results do not meet standards.	The practices are not being used or need reconsideration because they are not having their intended effects on teacher

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	48-53
Developing	42-47
Ineffective	0-41

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	8
By trained administrator	0
By trained independent evaluator	0
Enter Total	8

Tenured Principals

By supervisor	8
By trained administrator	0
By trained independent evaluator	0
Enter Total	8

10. Composite Scoring (Principals)

Created Monday, June 25, 2012

Updated Friday, November 09, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	54-60
Effective	48-53
Developing	42-47
Ineffective	0-41

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 25, 2012

Updated Tuesday, December 18, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/145667-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/145667-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

The timeline for appeals has been collectively bargained as follows:

Appeals Process

a. The parties agree that in the context of any first appeal filed by a unit member who receives and ineffective or developing rating pursuant to Section 3012-c of the Education Law, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal. In the case of a second consecutive rating of ineffective or developing, filed by a unit member, a panel

consisting of the Superintendent, a current district administrator selected by the President of the NSSAC, and an outside retired administrator agreed upon by the Unit President and the Superintendent shall make a final determination. In the case of a first appeal, the Superintendent's determination shall not be grievable or arbitrable. In the case of a second appeal, the determination of the panel shall not be grievable or arbitrable. Notwithstanding the foregoing, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a.

b. The APPR appeals process shall be available only to Principals who have received an Overall Performance Rating of either "Ineffective" or "Developing" on their End of the Year Evaluation. Any Principal who has received an Overall Performance Rating of "highly effective" or "effective" on their End of the Year Evaluation shall not be permitted to appeal any aspect of his/her End of the Year Evaluation, except that if there is a monetary disadvantage for being rated "effective," then a Principal may appeal such rating.

c. Within thirty (30) school days of a Principal's receipt of the annual evaluation, the Principal may file an appeal with the Superintendent of Schools. Such appeal must be in writing. The Superintendent of Schools shall hold a meeting with the teacher to include a Unit representative if requested by the Principal within ten (10) school days of the Superintendent's receipt of the Principals written appeal. The Superintendent of Schools shall render a written decision not more than ten (10) school days after such meeting. In the case of a second consecutive rating of developing or ineffective, the Principal may file an appeal with the Superintendent of Schools with 30 school days of receiving the annual evaluation. The Superintendent and President of the Administrators' Unit shall appoint the hearing panel within 15 school days of the receipt of the appeal. The panel shall hear the appeal within ten days of being appointed and render a written decision not more than ten days after the hearing.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent has been trained in all components required for certification as a Lead Principal Evaluator through the Nassau County BOCES. Certificates of completion are on file in Central Office. He has provided turn-key training to the Assistant Superintendent for Instruction. The Superintendent and Assistant Superintendent will jointly visit buildings and observe Principals for the purposes of inter-rater reliability. The Board of Education will certify Lead Principal Evaluators based upon the recommendation of the Superintendent at the annual reorganization meeting. Recertification will be required each year based upon lead evaluators participating in each component of the ongoing training provided by Nassau BOCES. Topics covered include evidence based evaluation, use of data to inform decisions, calibration, inter-rater reliability, familiarity with Thoughtful Classroom teacher effectiveness rubric and multi-dimensional principals practice.

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 Monday, June 25, 2012

Updated Wednesday, January 02, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/145651-3Uqgn5g9Iu/joint certification appr final 1-2-13.pdf](assets/survey-uploads/5581/145651-3Uqgn5g9Iu/joint%20certification%20appr%20final%201-2-13.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.

NORTH SHORE SCHOOLS
 ASSIGNMENT OF POINTS (HEDI SCALE)
 4.3

THOUGHTFUL TEACHER EFFECTIVENESS FRAMEWORK

Points will be made based upon observations, as well as any additional evidence requested in order to assess each of the teaching standards.

Organization, Rules, and Procedures	Maximum 6 Points
Positive Relationships	Maximum 6 Points
Engagement and Enjoyment	Maximum 6 Points
A Culture of Thinking and Learning	Maximum 6 Points
Preparing Students for New Learning	Maximum 6 Points
Presenting New Learning	Maximum 6 Points
Deepening Learning	Maximum 6 Points
Applying Learning	Maximum 6 Points
Helping Students Reflect on and Celebrate Learning	Maximum 6 Points
Non-Instructional Professional Practice	Maximum 6 Points

OVERALL HEDI RATING

RATING	OVERALL PERFORMANCE RATING
Ineffective	0-38
Developing	39-44
Effective	45-53
Highly Effective	54-60

K. Annual Professional Performance Review (APPR)

Appeals Process - The following provisions shall be incorporated into the parties' more formal labor agreement

- i. The parties agree that in the context of any appeal filed by a unit member pursuant to Section 3012-c of the Education Law, the Superintendent of Schools shall render a final and binding determination, in writing, respecting the appeal. The Superintendent's determination shall not be grievable or arbitrable. Notwithstanding the foregoing, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a.**

- ii. The APPR appeals process shall be available only to teachers who have received an Overall Performance Rating of either "Ineffective" or "Developing" on their End of the Year Evaluation. Any teacher who has received an Overall Performance Rating of "highly effective" or "effective" on their End of the Year Evaluation shall not be permitted to appeal any aspect of his/her End of the Year Evaluation, except that if there is a monetary disadvantage for being rated "effective," then a teacher may appeal such rating.
 - iii. Within thirty (30) school days of a teacher's receipt of the annual evaluation, the teacher may file an appeal with the Superintendent of Schools. Such appeal must be in writing. The Superintendent of Schools shall hold a meeting with the teacher to include a Federation representative if requested by the teacher within ten (10) school days of the Superintendent's receipt of the teacher's written appeal. The Superintendent of Schools shall render a written decision not more than ten (10) school days after such meeting.
- b. Teacher Improvement Plan (TIP) - The following provisions shall be incorporated into the parties' more formal labor agreement, and shall be incorporated into the Annual Professional Performance Review Plan.

If a teacher is rated as "Developing" or "Ineffective", it is the goal of both parties to improve the teacher's performance so that his or her performance can again be rated as "effective". For those receiving a "Developing" or "Ineffective" rating, a Teacher Improvement Plan (TIP) will be provided. The purpose of a TIP is to assist teachers to work to their potential. A TIP is not to be used as a threat or disciplinary tool. Teachers must be formally observed annually a minimum of four (4) times and granted the opportunity for professional development before an "ineffective" rating can be issued.

Procedures:

1. When a teacher's end of year evaluation results in a rating of "developing" or "ineffective", the District will place a teacher on a TIP.
2. The teacher, with union representation at the teachers' option, shall meet with the District to create a TIP within time limits as required by law or Commissioner's Regulations.
3. The parties will identify areas in need of improvement, evidence needed to demonstrate improvement, a timeline for achieving improvement, and the manner in which improvement will be assessed.
4. The District will notify the union president that such teacher has been placed on a TIP. The union will be supplied with a copy of the TIP.
5. The teacher shall be offered the opportunity for a peer mentor from the District's mentor program. The teacher will select the mentor, with the approval of the Superintendent and Federation president. If the teacher cannot decide on a mentor, the Superintendent and Federation president will select a mentor.
6. The teacher and mentor will be provided time during the school day to collaborate. The teacher and mentor will develop a plan for accomplishing the TIP goals and present that plan to administration within fifteen (15) school days. All dealings between the mentor and the teacher will be confidential. If future disciplinary actions occur, the mentor will not be required to testify at any future hearing(s).
7. The District will provide resources to help the teacher improve. Resources include, but are not limited to, participation in in-service coursework, employee assistance programs, peer observation, the District's Professional Development Plan, modeling by administration, and the like.
8. The mentor and the teacher will collaborate for sixty-five (65) school days. During that time, the teacher will be

observed twice by separate administrators. The administrators will concentrate on observing and evaluating goals identified in the TIP. The administrators will meet with the teacher within five (5) school days of the observation to discuss the observation. A written observation summary will be provided within fifteen (15) school days. The observation summary will be signed by both parties. The teacher will have the right to respond (15 school days) to the observation summary and the response will be attached.

9. After sixty-five school days, of teacher/mentor collaboration the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment the TIP will be adjusted appropriately.
10. The adjusted plan will be signed by the administrator and the teacher. The adjusted plan may include, but not be limited to, additional mentoring, peer observation, in-service coursework, modeling by administration, and the like. During this time, the teacher shall be observed and evaluated monthly by at least two different administrators, jointly chosen by the teacher and the administrator. The administrators will meet with the teacher within five (5) school days prior to the observation to discuss the goals of the lesson. The administrator will meet with the teacher within five (5) school days after the observation. A written observation summary will be provided within fifteen (15) school days after the conference and will be signed by both parties. The teacher will have the right to respond in writing (15 school days) and the response will be attached to the observation summary.
11. At the end of the TIP if the TIP goals are reached the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher. Attainment of TIP Goals shall result in an end of year evaluation rating the teacher as "effective" or "highly effective". If the

teacher is rated as “developing”, a new plan will be developed by the teacher, with union representation, and administration for the subsequent school year. The teacher will have union representation as the new plan is developed. If the teacher is still rated as “ineffective”, the decision on how to proceed will be the choice of the administration.

Form To Be Used for Tip Plan

Teacher Name:

Position:

Dates For Which This Plan Will Be in Effect:

Supervisors:

Evaluation Upon Which This TIP is Based:

Step	Task	Completion Date/Notes
1	Meeting of Teacher, Union Rep. and Supervisors to Develop TIP within time limits as required by law or Commissioner’s Regulations	
2	Identification of peer mentor	
3	Identification of areas in need of improvement.	1 2 3 4 5 6
4.	Development of Goals for each identified area of improvement	1 2 3 4 5 6
5	Development of timeline and specific support to be provided for each area designated or improvement	1 2 3 4 5 6

6	Identification of evidence that would support indication of improvement in each identified area.	1 2 3 4 5 6
7	Identification of time for peer mentor and teacher to meet and collaborate	
8.	Identification of resources to help the teacher improve. Resources include, but are not limited to, participation in in-service coursework, employee assistance programs, peer observation, etc...	
9	Observation # 1	Attach Report
10	Observation #2	Attach Report
11	Observation #3	Attach Report
12	Observation # 4	Attach Report
13	Performance Review 65 days after TIP has been put in place, adjustments to plan	
Signatures	Teacher: Principal: Director:	

PRINCIPALS RUBRIC SCORING

Domain	Total Possible points	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning	10	9.0-10	8.0-8.9	7.0-7.9	0-6.9
School Culture and Instructional Program	16	14.4-16.0	12.8-14.3	11.2-12.7	0-11.1
Safe, Efficient, Effective Learning Environment	12	10.8-12	9.6-10.7	8.4-9.5	0-8.3
Community	12	10.8-12.0	9.6-10.7	8.4-9.5	0-8.3
Integrity, Fairness, and Ethics	6	5.4-6.0	4.8-5.3	4.2-4.7	0-4.1
Political, Social, Economic, Legal and Cultural Context	4	3.6-4.0	3.2-3.5	2.8-3.1	0-2.7

The PIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT**: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP**: Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES**: Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES**: Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT**: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE**: Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

PIP Administrator

Date

Teacher

Date

PRINCIPAL IMPROVEMENT PLAN

I. Specific Area(s) of Improvement <i>(Identify applicable Domains)</i>	II. Expected Outcomes	III. Responsibilities	IV. Resources / Activities	V. Evidence of Achievement	VI. Timeline

Superintendent

Date

Principal

Date

**PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM**

	SUMMARY OF MEETING (SUPERINTENDENT)	SIGN-OFF BY ALL PARTIES
Meeting #1 Date _____ _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 Date _____		_____ _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: *12-18-12*

Ernie K. Mull

Teachers Union President Signature: Date:

Ben H. Falk *12-18-12*

Administrative Union President Signature: Date: *12/18/12*

Carol Ann Smyth

Board of Education President Signature: Date: *12/18/12*

Gregory J. Turner