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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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

January 7, 2013

Kim Dyce Faucette, Superintendent
North Syracuse Central School District
5355 West Taft Road
North Syracuse, NY 13212

Dear Superintendent Faucette:

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: J. Francis Manning

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 Friday, October 05, 2012
Updated Friday, December 28, 2012

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 420303060000

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

420303060000

1.2) School District Name: NORTH SYRACUSE CSD

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

NORTH SYRACUSE 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 Friday, October 05, 2012
Updated Thursday, January 03, 2013

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	State-approved 3rd party assessment	AIMS WEB
1	State-approved 3rd party assessment	AIMS WEB
2	State-approved 3rd party assessment	AIMS WEB

	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	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding their individual targets based on their rate of improvement.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91 to 100% of students meet their individual growth targets for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the school determined growth target; 61 to 90% of students meet their individual growth targets for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 41 to 60% of students meet their individual growth targets for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 40% of students meet their individual growth targets for the SLO.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMS WEB
1	State-approved 3rd party assessment	AIMS WEB
2	State-approved 3rd party assessment	AIMS WEB

	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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding their individual targets based on their rate of improvement.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target; 91 to 100% of students meet their individual growth targets for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the school determined growth target; 61 to 90% of students meet their individual growth targets for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 41 to 60% of students meet their individual growth targets for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 40% of students meet their individual growth targets for the SLO.

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 Syracuse CSD District Developed Science 6 Assessment
7	District, regional or BOCES-developed assessment	North Syracuse CSD District Developed Science 7 Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding the class-wide growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that exceeds the school determined growth target; 95 to 100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that meets the school determined growth target; 68 to 94% of students meet the school determined growth

	target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher does not result in academic student growth that meets the school determined growth target; 45 to 67% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 44% of students meet the school determined growth target for the SLO.

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 Syracuse CSD District Developed Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	North Syracuse CSD District Developed Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	North Syracuse CSD District Developed Social Studies 8 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding the class-wide growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 95 to 100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the school determined growth target; 68 to 94% of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 45 to 67% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 44% of students meet the school determined growth target for the SLO.

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 Syracuse CSD District Developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding the class-wide growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 95 to 100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the school determined growth target; 68 to 94% of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 45 to 67% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 44% of students meet the school determined growth target for the SLO.

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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding the class-wide growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 95 to 100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the school determined growth target; 68 to 94% of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 45 to 67% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 44% of students meet the school determined growth target for the SLO.

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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding the class-wide growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 95 to 100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the school determined growth target; 68 to 94% of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 45 to 67% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 44% of students meet the school determined growth target for the SLO.

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 Syracuse CSD District Developed ELA 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	North Syracuse CSD District Developed ELA 10 Assessment
Grade 11 ELA	Regents assessment	English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding the class-wide growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 95 to 100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the school determined growth target; 68 to 94% of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 45 to 67% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 44% of students meet the school determined growth target for the SLO.

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
	General Music 1-8	District, Regional or BOCES-developed	North Syracuse CSD District Developed Grade Specific General Music Assessment
	Art K-12	District, Regional or BOCES-developed	North Syracuse CSD District Developed Grade Specific Art Assessment
	Physical Education K-12	District, Regional or BOCES-developed	North Syracuse CSD District Developed Grade Specific Physical Education Assessment
	Elementary Library 3-4	District, Regional or BOCES-developed	North Syracuse CSD District District Developed Grade Specific Library/Media Assessment
	Elementary Library 1-2	State-approved 3rd party assessment	AIMS Web
	Family and Consumer Science 7-12	District, Regional or BOCES-developed	North Syracuse CSD District Developed Grade Specific Family and Consumer Science Assessment
	Business 9-12	District, Regional or BOCES-developed	North Syracuse CSD District Developed Grade Specific Business Assessment
	Self Contained Special Education ELA	State Assessment	ELA Grade level appropriate state assessment
	Self Contained Special Education Math	State Assessment	Math Grade level appropriate state assessment

	Technology 7-12	District, Regional or BOCES-developed	North Syracuse CSD District Developed 7-12 Technology Assessment
	All other courses not named above	District, Regional or BOCES-developed	North Syracuse CSD District Developed Assessments for each specific grade/course

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.	Based on the baseline data and subsequent goals for student growth, the teacher and lead evaluator will set the target for each SLO. All SLOs must have lead evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as determined by the scoring band chart attached and described below. School determined growth scores are established by the percentage of students meeting or exceeding the class-wide growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in student academic growth that exceeds the school determined growth target; 95 to 100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in student academic growth that meets the school determined growth target; 68 to 94% of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher does not result in academic student growth that meets the school determined growth target; 45 to 67% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher results in student academic growth that is well below the school determined growth target for the SLO; 0 to 44% of students meet the school determined growth target for the SLO.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/189423-TXEtxx9bQW/NSCSD District Targets - revised 12.28.2012.docx

2.12) Locally Developed Controls

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

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

no locally developed controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, June 11, 2012
Updated Friday, January 04, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

.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	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
5	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)

6	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)
7	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)
8	6(ii) School wide measure computed locally	New York State Regents exams in Geometry and Physical Setting Physics

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students building-wide meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The achievement target for the grade 8 Regents is 65 or better. The 15 point conversion chart percentages will be applicable for both the school-wide measures using AIMSWEB (4-7) and for the Regents (Grade 8).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 25 to 69% of students meet the school determined achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 10 to 24% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 9% of students meet the school determined achievement target.

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	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
5	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)
6	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)
7	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)
8	6(ii) School wide measure computed locally	New York State Regents exams in Geometry and Physical Setting Physics

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The achievement target for the grade 8 Regents is 65 or better. The 15 point conversion chart percentages will be applicable for both the school-wide measures using AIMSWEB (4-7) and for the Regents (Grade 8).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 25 to 69% of students meet the school determined achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 10 to 24% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 9% of students meet the school determined achievement target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/141430-rhJdBgDruP/NSCSD Local Achievement HEDI Scale.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
1	6(ii) School-wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
2	6(ii) School-wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
3	6(ii) School-wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The 20 point conversion chart percentages will be applicable for the school-wide measure using AIMSWEB (K-4).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 25 to 69% of students meet the school determined achievement target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 10 to 24% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 9% of students meet the school determined achievement target.

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	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
1	6(ii) School-wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
2	6(ii) School-wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
3	6(ii) School-wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The 20 point conversion chart percentages will be applicable for the school-wide measure using AIMSWEB (K-4).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 25 to 69% of students meet the school determined achievement target.

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 10 to 24% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 9% of students meet the school determined achievement target.

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	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)
7	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)
8	6(ii) School wide measure computed locally	The percentage of students passing 2 New York State regents exams (Geometry and Physics) by the end of 9th grade

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The achievement target for the Regents exams is 65 or better. The 20 point conversion chart percentages will be applicable for both the school-wide measures using AIMSWEB and for the Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target for grades 6 and 7 Science; and 80 to 100% of students meet the school determined achievement target for grade 8 Science.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 25 to 69% of students meet the school determined achievement target for grades 6 and 7 Science; and 40 to 79% of students meet the school determined achievement target for grade 8 Science.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 10 to 24% of students meet the school determined achievement target for grade 6 and 7 Science; and 23 to 39% of students meet the school determined achievement target for grade 8 Science.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 9% of students meet the school determined achievement target for grades 6 and 7 Science; and 0 to 22% of students meet the school determined acheivement target for grade 8 Science.

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	AIMS WEB Reading-Curriculum Based Measurement
7	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement
8	6(ii) School wide measure computed locally	The percentage of students passing 2 New York State regents exams (Geometry and Physics) by the end of 9th grade

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The achievement target for the Regents exams is 65 or better. The 20 point conversion chart percentages will be applicable for both the school-wide measures using AIMSWEB and for the Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target for grades 6 and 7 Social Studies; and 80 to 100% of students meet the

	school determined achievement target for grade 8 Social Studies.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 25 to 69% of students meet the school determined achievement target for grades 6 and 7 Social Studies; and 40 to 79% of students meet the school determined achievement target for grade 8 Social Studies.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 10 to 24% of students meet the school determined achievement target for grade 6 and 7 Social Studies; and 23 to 39% of students meet the school determined achievement target for grade 8 Social Studies.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 9% of students meet the school determined achievement target for grades 6 and 7 Social Studies; and 0 to 22% of students meet the school determined acheivement target for grade 8 Social Studies.

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	The percentage of students passing 2 New York State regents exams (Geometry and Physics) by the end of 9th grade
Global 2	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra and Living Environment) by the end of 12th grade
American History	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra and Living Environment) by the end of 12th grade

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be

	based on the district expectations as determined by the scoring band chart attached and described below. The scores will be separated by building of enrollment. The achievement target for the Regents is 65 or better.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 80 to 100% of students meet the school determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 40 to 79% of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 23 to 39% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 22% of students meet the school determined achievement target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade
Earth Science	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade
Chemistry	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade
Physics	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The scores will be separated by building of enrollment. The achievement target for the Regents is 65 or better.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 80 to 100% of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 40 to 79% of students meet the school determined achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 23 to 39% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 22% of students meet the school determined achievement target.

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	The percentage of students passing 2 regents exams (Algebra and Living Environment) by the end of 9th grade.
Geometry	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade
Algebra 2	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The scores will be separated by building of enrollment. The achievement target for the Regents is 65 or better.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 80 to 100% of students meet the school determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 40 to 79% of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 23 to 39% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 22% of students meet the school determined achievement target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	The percentage of students passing 2 regents exams (Algebra and Living Environment) by the end of 9th grade.
Grade 10 ELA	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade
Grade 11 ELA	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The scores will be separated by building of enrollment. The achievement target for the Regents is 65 or better.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 80 to 100% of students meet the school determined achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 40 to 79% of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 23 to 39% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 22% of students meet the school determined achievement target.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other Courses for grades 8 and 9 not named above	6(ii) School wide measure computed locally	The percentage of students passing 2 regents exams (Algebra and Living Environment) by the end of 9th grade. The scores will be separated by building of enrollment.
	All other Courses for grades 10, 11 and 12 not named	6(ii) School wide measure computed locally	The percentage of students passing 5 regents exams (ELA, Global, US History, Integrated Algebra, Living Environment) by the end of 12th grade. The scores will be separated by building of enrollment.
	All other Courses for grades k, 1 , 2 , 3, 4	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (Kindergarten)
	All other Courses for grades 5, 6 and 7	6(ii) School wide measure computed locally	AIMS WEB Reading-Curriculum Based Measurement (grades 5-7)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The achievement target for the Regents exams is 65 or better. The 20 point conversion chart percentages will be applicable for both the school-wide measures using AIMSWEB and for the Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that exceeds the school determined achievement target; 80 to 100% of students meet the school determined achievement target for grades 8-12; 70-100% of students meet the school determined achievement target for grades K-7.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that meets the school determined achievement target; 40 to 79% of students meet the school determined achievement target for grades 8-12; 25-69% of students meet the school determined achievement target for grades K-7.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 23 to 39% of students meet the school determined achievement target for grades 8-12; 10-24% of students meet the school determined achievement target for grades K-7.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in student academic achievement that meets the school determined achievement target; 0 to 22% of students meet the school determined achievement target for grades 8-12; 0-9% of students meet the school determined achievement target for grades K-7.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/141430-y92vNseFa4/NSCSD Local Achievement HEDI Scale (revised) 1-3-13.docx

3.14) Locally Developed Controls

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

no local controls

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.

The only teachers to which this applies are those teaching in multiple buildings. Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of time assigned to each specific location.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, October 05, 2012
Updated Friday, December 28, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

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?

No

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

tenured teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(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	29

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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)

assets/survey-uploads/5091/189532-2UoxI2HPmn/Probationary for APPR.docx

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.

Each tenured teacher will be observed two times a year by a trained and certified administrator; one announced observation followed by one unannounced observation. One to three focused observations may occur for the purpose of collecting greater evidence pertinent to the teaching standards and will be no less than fifteen minutes in duration.

All non-tenured teachers will be assigned a Consultant Teacher. Each non-tenured teacher in their first and second year will be observed a minimum of three times, the first by the Consultant Teacher, followed by tandem observations with an administrator and consultant teacher. In the third year, the consultant teacher will be responsible for the first observation, with further observations being conducted by the administrative observer only. One to three additional focused observations will occur for the purpose of collecting evidence pertinent to specific New York State Teaching Standards and will be no less than fifteen minutes in duration.

Evidence will be scored using the NYSUT rubric after each observation. Each additional observation, focused and unnanounced, will serve as an opportunity to exhibit effective NYS Teaching Standards and be documented as such. Prior to the summative evaluation, the building principal will use the highest rating achieved in each observed element, form an average for each standard and convert it using the attached conversion chart. Evidence from observations and teaching artifacts will be equally weighted among all seven standards and applied to the rubric equally. The overall score is the average of all seven standards which is then converted to a score out of 60 possible points.

All scoring conversions will be based on the attached chart and standard rules for rounding will apply for rubric scoring only. When converting the average to composite score any decimals will round down to the nearest whole 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/5091/189532-eka9yMJ855/NYS United Teachers Com. Composite Score Bands.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Points will be assigned by calculating the overall average of each element within each of the seven standards of the NYSUT Rubric. The overall HEDI score is calculated from the average of all seven standards. When the average of the seven standards is between a 3.5 to a 4.0 a teacher will earn a Highly Effective rating.
Effective: Overall performance and results meet NYS Teaching Standards.	Points will be assigned by calculating the overall average of each element within each of the seven standards of the NYSUT Rubric. The overall HEDI score is calculated from the average of all seven standards. When the average of the seven standards is between a 2.5 to a 3.4 a teacher will earn an Effective rating.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Points will be assigned by calculating the overall average of each element within each of the seven standards of the NYSUT Rubric. The overall HEDI score is calculated from the average of all seven standards. When the average of the seven standards is between a 1.5 to 2.4 a teacher will earn a Developing rating.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Points will be assigned by calculating the overall average of each element within each of the seven standards of the NYSUT Rubric. The overall HEDI score is calculated from the average of all seven standards. When the average of the seven standards is between a 1 to 1.4 a teacher will earn an Ineffective rating.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	1
Informal/Short	1

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Friday, October 05, 2012
Updated Friday, December 28, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59 - 60
Effective	57 - 58
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

Created Friday, October 05, 2012
Updated Thursday, January 03, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/189574-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN revised 12.28.12.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:

All appeals must be submitted in writing to the Lead Evaluator no later than thirty (30) calendar days from the date when the teacher receives his/her annual summative professional performance review. The failure to file an appeal within these timeframes shall be deemed a waiver of the right of appeal and the appeal shall be deemed abandoned.

Upon recept of the written appeal from the teacher, the Lead Evaluator shall have (10) calendar days from the date of receipt to reply

or submit to the PAR Panel for review. A recommendation about the appeal will be rendered by two members of the PAR Panel, one teacher, one administrator. The Panel shall issue a written recommendation on the merits of the appeal, to the Superintendent, no later than thirty (30) calendar days from the date of receipt of the appeal. In the event of a split decision, the appeal should go to the Superintendent who shall make the final decision. The Superintendent within fifteen (15) calendar days will issue a written final decision about the appeal. The written decision will be provided to the teacher and to the Lead Evaluator. The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal to the district.

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 Superintendent will ensure that all evaluators have been trained and certified as Lead Evaluators in accordance with regulation.

All Lead Evaluators and other administrative evaluators as well as peer evaluators will be trained in accordance with the NYSUT TED System. This process will include a 5 day training session conducted by certified trainers through Teaching Learning Solutions. Ongoing training sessions ensuring inter-rater reliability will also be held on an annual basis and will be conducted by a certified trainer with Teaching Learning Solutions.

The required Elements for Evaluator Certification are:
1. NYS Teaching Standards
2. Evidence-based observation techniques
3. Application and use of the student growth and value-added growth model
4. Application and use of State-approved teacher rubrics
5. Application and use of any assessment tools we intend to use (e.g., portfolios, surveys, goals)
6. Application and use of any State-approved, NYSUT locally developed measures of student achievement we intend to use
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology used by the department and/or our district
9. Specific considerations in evaluating teachers of ELL

The Superintendent will ensure Lead Evaluators participate in annual training and are recertified on an annual basis. Any individual who fails to achieve required training, certification or recertification as applicable shall not conduct or complete evaluations.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, September 26, 2012
Updated Thursday, January 03, 2013

Page 1

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

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

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

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

(No response)
5-7
8-9
10-12
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS ELA Assessments for grades 3 and 4
K-4	State assessment	NYS Math Assessments for grades 3 and 4

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.	Based on the baseline data and subsequent goals for student growth, the Principal and the Lead Evaluator will set the target for each SLO. All SLOs must have Lead Evaluator approval. All HEDI criteria for SLOs must be based on the District expectations as described by the scoring band chart attached and described below. Individual growth targets will be set and HEDI points will be awarded to a principal based on the percentage of students in the building meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The work of the Principal results in student academic growth that exceeds the school determined growth target; 91-100% of students meet the school determined growth target for the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the Principal results in student academic growth that meets the school determined growth target; 61-90% of students meet the school determined growth target for the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the Principal does not result in student academic growth that meets the school determined growth target; 41-60% of students meet the school determined growth target for the SLO.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state	The work of the Principal results in student academic growth that is well bel;ow the school determined growth

test).	target; 0-40% of students meet the school determined growth target for the SLO.

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

assets/survey-uploads/5365/182503-lha0DogRNw/NSCSD Principals Growth Measure ELA Math - grades 3 4 - revised 12 28 2012.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

no special adjustments or controls

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	Checked

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

8. Local Measures (Principals)

Created Friday, October 05, 2012
Updated Friday, January 04, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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
	5-7	(d) measures used by district for teacher evaluation	AIMS Web Reading-Curriculum Based Measurement (grades 5-7)
	8-9	(d) measures used by district for teacher evaluation	AIMS Web Reading-Curriculum Based Measurement (grade 8)
	10-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Four year graduation rate including summer

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.	Based on the baseline data and subsequent goals for student growth, the principal and the Associate Superintendent for Teaching and Learning or the Assistant Superintendent for Instruction will set the target for the building level. All targets must have lead evaluator approval. All HEDI criteria for achievement targets must be based on the district expectations as determined by the scoring band chart attached and described below. HEDI points will be awarded to the 10-12 principal based on the percentage of students graduating in 4 years and a summer.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic acheivement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target or graduate within 4 years and a summer.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic acheivement that exceeds the school determined achievement target; 25 to 69% of students meet the school determined achievement target or graduate within 4 years and a summer.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic acheivement that exceeds the school determined achievement target; 10 to 24% of students meet the school determined achievement target or graduate within 4 years and a summer.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic acheivement that exceeds the school determined achievement target; 0 to 9% of students meet the school determined achievement target or graduate within 4 years and a summer.

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

(No response)

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

assets/survey-uploads/5366/189741-qBFVOWF7fC/NSCSD Local Achievement HEDI Scale for Principals (revised) 1-4-13.docx

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

In the table below, list all of the grade configurations 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
K-4	(d) measures used by district for teacher evaluation	AIMS Web Reading-Curriculum Based Measurement (grades 1-4) and Letter Name Fluency (K)

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.	Based on the baseline data and subsequent goals for student growth, the North Syracuse District Steering Committee will set the achievement target for each building. All HEDI criteria for achievement targets must be based on the district expectations as detemined by the scoring band chart attached and described below. The HEDI score is based on the overall percent of students building-wide meeting the target. The achievement target for AIMS Web is 25% of students meeting their targets. The 20 point conversion chart percentages will be

	applicable for the school-wide measures using AIMS Web (K-4).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that exceeds the school determined achievement target; 70 to 100% of students meet the school determined achievement target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that meets the school determined achievement target; 25 to 69% of students meet the school determined achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal does not result in student academic achievement that meets the school determined achievement target; 10 to 24% of students meet the school determined achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal does not result in student academic achievement that meets the school determined achievement target; 0 to 9% of students meet the school determined achievement target.

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

(No response)

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

assets/survey-uploads/5366/189741-T8MlGWUVm1/NSCSD Local Achievement HEDI Scale for Principals (revised) 1-4-13.docx

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 locally developed adjustments or controls.

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.

Principals with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same population.

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 Thursday, November 01, 2012
Updated Thursday, January 03, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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.

Evidence will be scored using the Multidimensional Principal Performance rubric after each of two scheduled agreed upon visits and after a third unannounced visit. Additional evaluative visits may be arranged with mutual agreement. Prior to the summative evaluation, the evaluator will use the highest rating achieved in each observed function, calculate the average for each standard. The scores for each of the 6 standards are averaged into a rating between 1 - 4. All rounding rules apply and the average for the rubric is then converted to a composite score, out of 60 possible points. See the attached conversion chart. Comosite scores will be rounded down to the lowest whole number. All 6 standards are weighted equally.

All scoring conversions will be based on the attached chart.

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

assets/survey-uploads/5143/213623-pMADJ4gk6R/Principal Evaluation - Conversion Chart 2012.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 work of the principal results in achievement of the ISLLC standards falls within the district determined highly effective achievement target range, 59-60.
Effective: Overall performance and results meet standards.	The work of the principal results in achievement of the ISLLC standards falls within the district determined effective achievement target range, 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal results in achievement of the ISLLC standards falls within the district determined developing achievement target range, 50-56.
Ineffective: Overall performance and results do not meet standards.	The work of the principal results in achievement of the ISLLC standards falls within the district determined ineffective achievement target range, 0 - 49..

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, October 05, 2012
Updated Friday, December 28, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, October 05, 2012
Updated Friday, January 04, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/189767-Df0w3Xx5v6/Principal Improvement Plan.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

An appeal of a principal's evaluation shall be only for ineffective and developing ratings. The reasons for appeal shall be those identified in 3012-c.

All appeals must be filed in writing no later than 20 calendar days after the date on which the principal receives his/her final and complete annual professional performance review (on or before September 1, annually). The act of mailing the appeal shall constitute filing.

If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 days of issuance of such plan.

The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Receipt shall mean personal receipt of a final and full APPR document. An extension of the time in which to appeal the final APPR document or the principal improvement plan may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld. Any extension will be timely and expeditious in compliance with education law 3012-c.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the school district upon request for same. Negative references may be drawn from the failure of the school district to provide the requested documents. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIME FRAME FOR SCHOOL DISTRICT RESPONSE

Within 20 calendar days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the school district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response at the same time the school district files its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by an individual hearing officer chosen from the list of hearing officers approved mutually by the school district and the bargaining unit representing the principals.

The parties agree that:

1) The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) days or more than fifteen (15) days after the hearing officer is selected.

2) The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.

3) The parties shall have the ability to be represented by either legal counsel or union representative, or to appear pro se.

4) The parties shall exchange documentary evidence and an anticipated witness list no less than five (5) business days before the scheduled hearing date.

5) The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.

6) The principal shall have the opportunity to present his/her case, which may include the presentation of witnesses and/or affidavits in lieu of testimony. The school district may refute the principal's presentation. If the school district presents a case, the principal will have the right to present a rebuttal case.

DECISION

A written decision on the merits of the appeal shall be rendered by the hearing officer no later than 30 calendar days from the close of the hearing.

The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers.

Such decision shall be a final administrative decision, binding on both parties.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the hearing officer may set aside a rating and then issue a new ruling based on the reasons and facts submitted. A copy of the written decision shall be provided to the principal and to the school district representative.

EXCLUSIVITY OF § 3012-C APPEAL PROCEDURE

The §3012-c appeal procedure shall constitute the means for initiating, reviewing and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER

1) The school district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers or will agree to utilized such a list developed by a mutually agreed upon outside party.

2) Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.

3) The school district and unit agree that hearing officers shall be paid no more than $350 for a hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of the school district.

4) An evaluation shall not be placed in the principal's personnel file until either the expiration of the thirty (30) day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

5) A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the thirty (30) days in which to file a notice of appeal does not waive his/her right to timely file an appeal.

6) This appeal process will sunset when the collective bargaining agreement between the parties expires (June 30, 2015). The parties agree to negotiate a successor appeals process at that time in compliance with Education Law 3012-c.

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 Associate Superintendent for Teaching and Learning and the Assistant Superintendent for Instruction will be accredited and certified by Onondaga Cortland Madison (OCM) BOCES. The Associate Superintendent for Teaching and Learning and the Assistant Superintendent for Instruction will evaluate all lead evaluators. They will be certified and re-certified annually using the NYSED process approved by the NSCSD Board of Education. They will attend on-going training to ensure inter-ratere reliability and alignment to the ISLLC Standards. The Superintendent will monitor the overall evaluation process of the lead evaluators. Any individual that fails to achieve required training, certification or re-certification as applicable, shall not conduct or complete evaluations.

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 Wednesday, September 26, 2012
Updated Friday, January 04, 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/5581/182502-3Uqgn5g9Iu/APPR Resubmission signature 1-4-13.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.

NSCSD District Target (AIMS web: K – 3)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96 – 98%	91 – 95%	88-90%	85-87%	81-84%	77-80%	74-76%	70-73%	67-69%	64-66%	61-63%	58 – 60%	54 – 57%	50 – 53%	47 – 49%	44 – 46%	41 – 43%	34 - 40%	26 – 33%	0 – 25%

NSCSD District Target (4 – 12)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30%

NSCSD Local Achievement HEDI Scale (9 – 12)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
94%-100%	87%-93%	80%-86%	75%-79%	71%-74%	66%-70%	61%-65%	56%-60%	52%-55%	48%-51%	44%-47%	40%-43%	37%-39%	34%-36%	31%-33%	28%-30%	25%-27%	23%-24%	15%-22%	8%-14%	0%-7%

NSCSD Local Achievement HEDI Scale (K – 8)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
90%-100%	80%-89%	70%-79%	64%-69%	58%-63%	52%-57%	47%-53%	42%-46%	38%-41%	34%-37%	29%-33%	25%-28%	21%-24%	18%-20%	16%-17%	14%-15%	12%-13%	10%-11%	7%-9%	4%-6%	0%-3%

NSCSD Local Achievement (9 – 12) VAM

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	**9**	8	7	6	5	4	3	2	1	0
90%-100%	80%-89%	74%-79%	67%-73%	60%-66%	53%-59%	47%-52%	40%-46%	36%-39%	32%-35%	29%-31%	26%-28%	23%-25%	16%-22%	8%-15%	0%-7%

NSCSD Local Achievement (K-8) VAM

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	**9**	8	7	6	5	4	3	2	1	0
85%-100%	70%-84%	62%-69%	53%-61%	47%-52%	39%-46%	32%-38%	25%-31%	22%-24%	19%-21%	16%-18%	13%-15%	10%-12%	7%-9%	4%-6%	0%-3%

NSCSD Local Achievement HEDI Scale (K – 7) excluding 4-8 ELA and Math

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
90%-100%	80%-89%	70%-79%	64%-69%	58%-63%	52%-57%	47%-43%	42%-46%	38%-41%	34%-37%	29%-33%	25%-28%	21%-24%	18%-20%	16%-17%	14%-15%	12%-13%	10%-11%	7%-9%	4%-6%	0%-3%

NSCSD Local Achievement (4 – 8 ELA and Math)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	**9**	8	7	6	5	4	3	2	1	0
85%-100%	70%-84%	62%-69%	53%-61%	47%-52%	39%-46%	32%-38%	25%-31%	22%-24%	19%-21%	16%-18%	13%-15%	10%-12%	7%-9%	4%-6%	0%-3%

NSCSD Local Achievement HEDI Scale (8 – 12) excluding 4-8 ELA and Math

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
94%-100%	87%-93%	80%-86%	75%-79%	71%-74%	66%-70%	61%-65%	56%-60%	52%-55%	48%-51%	44%-47%	40%-43%	37%-39%	34%-36%	31%-33%	28%-30%	25%-27%	23%-24%	15%-22%	8%-14%	0%-7%

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

- Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] 31
- One or more observation(s) by trained independent evaluators
- Observations by trained in-school peer teachers 19
- Feedback from students using State-approved survey tool
- Feedback from parents/caregivers using State-approved survey tool
- Structured reviews of lesson plans, student portfolios and other teacher artifacts 10

New York State United Teachers
Combined Composite Score Bands

20 State Assessments Bands set by the State:	**20 Local Measures** Bands set by the State but point distribution for bands bargained collectively. Example	**60 Teacher Effects** Collectively bargained by district conversion chart. Example	**NYSED Composite Scoring Bands**
Ineffective **0-2**	**Ineffective** **0-2** *(Rubric 1. 4 to 1)*	**Ineffective** **0-49** *(Rubric 1. 4 to 1)*	**Ineffective** **0-64**
Developing **3-8**	**Developing** **3-8** *(Rubric 2.4 to 1. 5)*	**Developing** **50-56** *(Rubric 2.4 to 1. 5)*	**Developing** **65-74**
Effective **9-17**	**Effective** **9-17** *(Rubric 3.4 to 2.5)*	**Effective** **57-58** *(Rubric 3.4 to 2.5)*	**Effective** **75-90**
Highly Effective **18-20**	**Highly Effective** **18-20** *(Rubric 4 to 3.5)*	**Highly Effective** **59-60** *(Rubric 4 to 3.5)*	**Highly Effective** **91-100**

88853

60% Teacher Effects Example Conversion			
Total Avg. Rubric	**Conversion /composite**	**Total Avg. Rubric**	**Conversion /composite**
Ineffective 0-49		**Developing**	**50-56**
1.000	0	1.5	50
1.008	1	1.6	50.7
1.017	2	1.7	51.4
1.025	3	1.8	52.1
1.033	4	1.9	52.8
1.042	5	2	53.5
1.050	6	2.1	54.2
1.058	7	2.2	54.9
1.067	8	2.3	55.6
1.075	9	2.4	56.3
1.083	10	**Effective 57-58**	
1.092	11	2.5	57
1.100	12	2.6	57.2
1.108	13	2.7	57.4
1.115	14	2.8	57.6
1.123	15	2.9	57.8
1.131	16	3	58
1.138	17	3.1	58.2
1.146	18	3.2	58.4
1.154	19	3.3	58.6
1.162	20	3.4	58.8
1.169	21	**Highly Effective 59-60**	
1.177	22	3.5	59
1.185	23	3.6	59.3
1.192	24	3.7	59.5
1.200	25	3.8	59.8
1.208	26	3.9	60
1.217	27	4	60.25 (round to 60)
1.225	28		
1.233	29		
1.242	30		
1.250	31		
1.258	32		
1.267	33		
1.275	34		
1.283	35		
1.292	36		
1.308	38		
1.317	39		
1.325	40		
1.333	41		
1.342	42		
1.350	43		
1.358	44		
1.367	45		
1.375	46		
1.383	47		
1.392	48		
1.400	49		

20 % local measure Example Conversion for Assessment	
Example 0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9

*Can be used with any assessment scored on a 100 point scale

20% Local measure Example Conversion Charts	
Example 1-4 rubric Conversion Scale	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2
1.4	2.5
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

TEACHER IMPROVEMENT PLAN

(To be submitted by the teacher)

Teacher: **Grade/Subject**:

Building:

Administrator:

Colleague Coach/Consultant Teacher:

Target Area(s):

Goal(s):

Timeline for achieving improvement:

TARGET	GOAL	STRATEGY	MEASURABLE OUTCOME

Teacher _____ **Date:** _____

Administrator _____ **Date:** _____

Colleague Coach/Consultant Teacher _____ **Date:** _____

NSCSD Principal - District Target (NYS ELA & Math grades 3 & 4) Student Learning Objectives as Comparable Growth Measures (20 points)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96 – 98%	91 – 95%	88-90%	85-87%	81-84%	77-80%	74-76%	70-73%	67-69%	64-66%	61-63%	58 – 60%	54 – 57%	50 – 53%	47 – 49%	44 – 46%	41 – 43%	34 - 40%	26 – 33%	0 – 25%

NSCSD Local Achievement HEDI Scale for Principals (K –4)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
90%-100%	80%-89%	70%-79%	64%-69%	58%-63%	52%-57%	47%-43%	42%-46%	38%-41%	34%-37%	29%-33%	25%-28%	21%-24%	18%-20%	16%-17%	14%-15%	12%-13%	10%-11%	7%-9%	4%-6%	0%-3%

NSCSD Local Achievement for Principals (5-12)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	**9**	8	7	6	5	4	3	2	1	0
85%-100%	70%-84%	62%-69%	53%-61%	47%-52%	39%-46%	32%-38%	25%-31%	22%-24%	19%-21%	16%-18%	13%-15%	10%-12%	7%-9%	4%-6%	0%-3%

NSCSD Local Achievement HEDI Scale for Principals (K –4)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
90%-100%	80%-89%	70%-79%	64%-69%	58%-63%	52%-57%	47%-43%	42%-46%	38%-41%	34%-37%	29%-33%	25%-28%	21%-24%	18%-20%	16%-17%	14%-15%	12%-13%	10%-11%	7%-9%	4%-6%	0%-3%

NSCSD Local Achievement for Principals (5-12)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	**9**	8	7	6	5	4	3	2	1	0
85%-100%	70%-84%	62%-69%	53%-61%	47%-52%	39%-46%	32%-38%	25%-31%	22%-24%	19%-21%	16%-18%	13%-15%	10%-12%	7%-9%	4%-6%	0%-3%

SECTION V: IMPROVEMENT PLAN

NORTH SYRACUSE CENTRAL SCHOOL DISTRICT

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The Associate Superintendent for Teaching and Learning or the Assistant Superintendent for Instruction, in conjunction with the principal, must develop an improvement plan that contains**:**

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome standards.

3. Specific improvement action steps/activities.

4. A reasonable time line for achieving improvement.

5. Required and accessible resources to achieve goal.

6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between November 15 and December 15 and the second between March 1 and March 31. A written summary of feedback on progress shall be given with five (5) work days or each meeting.

7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.

8. A formal, written summative assessment delineating progress made with an opportunity for comments by the principal shall be given to the principal by August 31.

9. If an appeal is filed, the improvement plan process continues pending the outcome of the appeal.

NORTH SYRACUSE CENTRAL SCHOOL DISTRICT

Principal Improvement Plan Process

Name of Principal _____
School Building _____ Academic Year _____

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

November/December: _____ _____

March: _____ _____

Other: _____ _____

Evidence to be provided for Goal Achievement:

Assessment Summary: Evaluators are to attach a narrative summary of improvement/progress, including verification of the provision of support and resources as outlined above no later than

ten (10) work days after the identified completion date. Such summary shall be signed by the evaluator and principal with the opportunity for the principal to attach comments.

60% Local Measure Example conversion

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (Round to 60)

20% Local Measure Example Conversion for Assessments Scored on a 0-100 Scale

Example 0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0	1
15	1.1
28	1.2
41	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65	2.5
67	2.6
69	2.7
71	2.8
73	2.9
75	3
77	3.1
79	3.2
82	3.3
84	3.4
Highly Effective	
85	3.5
88	3.6
91	3.7
94	3.8
97	3.9
100	4

***Can be used with any assessment scored on a 100 point scale**

20% Local Measure Example Conversion Charts 1-4 Rubric to Sub-**component Score**

Example 1-4 Rubric Conversion Scale			
Based on a 1-4 Rubric Rating	20 Point Con-version	15 Point Con-version	25 Point Con-version
Ineffective			
1	0	0	0
1.1	1	.75	1.25
1.2	1.5	1.2	2.0
1.3	2.0	1.5	2.5
1.4	2.5	1.95	3.25
Developing			
1.5	3	2.25	3.75
1.6	3.6	2.7	4.5
1.7	4.2	3.15	5.25
1.8	4.8	3.6	6.0
1.9	5.4	4.05	6.75
2	6	4.5	7.5
2.1	6.6	4.95	8.25
2.2	7.2	5.4	9.0
2.3	7.8	5.85	9.75
2.4	8.4	6.3	10.5
Effective			
2.5	9	6.75	11.25
2.6	9.9	7.5	12.50
2.7	10.8	8.10	13.50
2.8	11.7	8.85	14.75
2.9	12.6	9.45	15.75
3	13.5	10.2	17
3.1	14.4	10.8	18
3.2	15.3	11.55	19.25
3.3	16.2	12.15	20.25
3.4	17.1	12.9	21.50
Highly Effective			
3.5	18	13.5	22.50
3.6	18.4	13.8	23
3.7	18.8	14.1	23.5
3.8	19.2	14.4	24
3.9	19.6	14.7	24.5
4	20	15	25

- 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:

Kim J. Syce Foucette January 4, 2013

Teachers Union President Signature: Date:

John W. Kurzka 1/4/13

Administrative Union President Signature: Date:

David P. Cordone 1/4/13

Board of Education President Signature: Date:

1/4/13

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 the 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)