



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

Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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December 11, 2012

James J. Montesano, Superintendent  
Nyack Union Free School District  
13A Dickinson Ave.  
Nyack, NY 10960

Dear Superintendent Montesano:

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: Mary Jean Marsico

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 Thursday, June 28, 2012

Updated Saturday, November 10, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 500304030000

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

*500304030000*

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

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

*NYACK UFSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*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 Thursday, June 28, 2012

Updated Tuesday, December 04, 2012

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### 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	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Enterprise Reading

	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	baseline performance data will be compiled for each course roster including any pre-assessment data and past
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

### 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	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

test).

will be rated as ineffective.

## 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	Nyack District Developed Science 6 assessment

7	District, regional or BOCES-developed assessment	Nyack District Developed Science 7 assessment
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	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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

## 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	Nyack District Developed Social Studies 6 assessment

7	District, regional or BOCES-developed assessment	Nyack District Developed Social Studies 7 assessment
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8	District, regional or BOCES-developed assessment	Nyack District Developed Social Studies 8 assessment
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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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below District goals for similar students.	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

## 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	Nyack District Developed Global I 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
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graphic at 2.11, below.	data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below District goals for similar students.	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

## 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below District goals for similar students.	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

## 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
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Effective (9 - 17 points) Results meet District goals for similar students.	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below District goals for similar students.	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

## 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	Nyack District Developed English 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Nyack District Developed English 10 assessment
Grade 11 ELA	Regents assessment	Comprehensive 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below District goals for similar students.	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

## 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
Real World Computing	District, Regional or BOCES-developed	Nyack District Developed Real World Computing
Beginning ESL	District, Regional or BOCES-developed	Nyack District Developed ESL I
Intermediate ESL	District, Regional or BOCES-developed	Nyack District Developed ESL II
Physical Education 9-10	District, Regional or BOCES-developed	Nyack District Developed PE 9-10
Physical Education 11-12	District, Regional or BOCES-developed	Nyack District Developed PE 11-12
Spanish I	District, Regional or BOCES-developed	Nyack District Developed Spanish I
Spanish II	District, Regional or BOCES-developed	Nyack District Developed Spanish II
Spanish III	District, Regional or BOCES-developed	Nyack District Developed Spanish III Checkpoint B Exam
French I	District, Regional or BOCES-developed	Nyack District Developed French I
French II	District, Regional or BOCES-developed	Nyack District Developed French II
French III	District, Regional or BOCES-developed	Nyack District Developed French III Checkpoint B Exam

Visual Basic	District, Regional or BOCES-developed	Nyack District Developed Visual Basic Exam
Child Development	District, Regional or BOCES-developed	Nyack District Developed Child Development Exam
String Orchestra	District, Regional or BOCES-developed	Nyack District Developed String Orchestra Assessment
Chorus	District, Regional or BOCES-developed	Nyack District Developed Chorus Assessment
Band	District, Regional or BOCES-developed	Nyack District Developed Band Assessment
Economics	District, Regional or BOCES-developed	Nyack District Developed Economics Assessment
Participation in Government and Economics	District, Regional or BOCES-developed	Nyack District Developed Participation in Government and Economics
Calculus	District, Regional or BOCES-developed	Nyack District Developed Calculus Assessment
Precalculus	District, Regional or BOCES-developed	Nyack District Developed Precalculus Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be based on this data. Targets will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 86% or more of students, including special populations, meet or exceed their established targets, then the teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	If 53% - 85% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as effective.
Developing (3 - 8 points) Results are below District goals for similar students.	If 21% - 52% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 20% of students, including special populations, meet or exceed their established targets, then the teacher will be rated as ineffective.

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

*assets/survey-uploads/5364/146827-avH4IQNZMh/Student Learning Objectives Table Task 2.10.docx*

## 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/5364/146827-TXEttx9bQW/HEIDI BANDS - Teachers.pdf*

## 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 response)*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

### 3. Local Measures (Teachers)

Created Thursday, June 28, 2012

Updated Monday, December 10, 2012

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#### Page 1

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

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

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

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

.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	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	5) District, regional, or BOCES–developed assessments	Nyack School District 6th Grade ELA Exam

7	5) District, regional, or BOCES–developed assessments	Nyack School District 7th Grade ELA Exam
8	5) District, regional, or BOCES–developed assessments	Nyack School District 8th Grade ELA Exam

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.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 50% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 15% - 49% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 14% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	5) District, regional, or BOCES–developed assessments	Nyack School District 6th Grade Math Exam
7	5) District, regional, or BOCES–developed assessments	Nyack School District 7th Grade Math Exam
8	5) District, regional, or BOCES–developed assessments	Nyack School District 8th Grade Math Exam

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If 50% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If 15% - 49% of students including special populations meet their established growth targets, then their teacher will be rated as developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If 0% - 14% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.</p>

### 3.3) HEDI Tables or Graphics

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

*(No response)*

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Reading Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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	4) State-approved 3rd party assessments	STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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	5) District, regional, or BOCES–developed assessments	Nyack District Developed Science 6 assessment
7	5) District, regional, or BOCES–developed assessments	Nyack District Developed Science 7 assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Science 8

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.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	If 86% or more of students including special populations meet their established growth targets, then their teacher

achievement for grade/subject.	will be rated as highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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	5) District, regional, or BOCES–developed assessments	Nyack District Developed Social Studies 6 assessment
7	5) District, regional, or BOCES–developed assessments	Nyack District Developed Social Studies 7 assessment
8	5) District, regional, or BOCES–developed assessments	Nyack District Developed Social Studies 8 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	If 21% - 52% of students including special populations meet their established growth targets, then their teacher

for grade/subject.	will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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	3) Teacher specific achievement or growth score computed locally	Nyack District Developed Global History I assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Nyack District Developed Global Assessment
American History	3) Teacher specific achievement or growth score computed locally	American History Regents

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.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be

for grade/subject.

rated as ineffective.

### 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	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Assessment

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.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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	3) Teacher specific achievement or growth score computed locally	Algebra I Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra II Regents

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.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rates as highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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	5) District, regional, or BOCES–developed assessments	Nyack District Developed English 9 assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Nyack District Developed English 10 assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	English 11 Regents

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.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

### 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
Real World Computing	5) District/regional/BOCES–developed	Nyack District Developed Real World Computing Assessment
Beginning ESL	5) District/regional/BOCES–developed	Nyack District Developed Beginning ESL Assessment

Intermediate ESL	5) District/regional/BOCES—developed	Nyack District Developed IntermediateESL Assessment
Physical Education 9-10	5) District/regional/BOCES—developed	Nyack District Developed PE 9-10 Assessment
Physical Education 11-12	5) District/regional/BOCES—developed	Nyack District Developed PE 11-12 Assessment
Spanish I	5) District/regional/BOCES—developed	Nyack District Developed Spanish 1 Assessment
Spanish 2	5) District/regional/BOCES—developed	Nyack District Developed Spanish 2 Assessment
Spanish 3	5) District/regional/BOCES—developed	Nyack District Developed Spanish 3 Assessment
French 1	5) District/regional/BOCES—developed	Nyack District Developed French 1 Assessment
French 2	5) District/regional/BOCES—developed	Nyack District Developed French 2 Assessment
French 3	5) District/regional/BOCES—developed	Nyack District Developed French 3 Assessment
Financial Management	5) District/regional/BOCES—developed	Nyack District Developed Financial Management Assessment
Child Development	5) District/regional/BOCES—developed	Nyack District Developed Child Development Assessment
String Orchestra	5) District/regional/BOCES—developed	Nyack District Developed String OrchestraAssessment
Chorus	5) District/regional/BOCES—developed	Nyack District Developed Chorus Assessment
Band	5) District/regional/BOCES—developed	Nyack District Developed Band Assessment
Economics	5) District/regional/BOCES—developed	Nyack District Developed Economics Assessment
Calculus	5) District/regional/BOCES—developed	Nyack District Developed Calculus Assessment
College Topics in Math	5) District/regional/BOCES—developed	Nyack District Developed College topics in Math Assessment
Pre-Calculus	5) District/regional/BOCES—developed	Nyack District Developed Pre-Calculus Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Growth measures used (in Task 3) for the local assessment will be different from those established in Task 2. Baseline performance data will be compiled for each
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course roster including any pre-assessment data and past performance history. Growth targets for specific content and/or skill components will be based on this data. Targets for these specific content and/or skill components will be set by the principal in collaboration with the teacher.

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

If 86% or more of students including special populations meet their established growth targets, then their teacher will be rated as highly effective.

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

If 53% - 85% of students including special populations meet their established growth targets, then their teacher will be rated as effective.

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

If 21% - 52% of students including special populations meet their established growth targets, then their teacher will be rated as developing.

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

If 0% - 20% of students including special populations meet their established growth targets, then their teacher will be rated as ineffective.

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

[assets/survey-uploads/5139/146876-Rp0Ol6pk1T/Task 3.12 Local Assessment Other Courses.docx](#)

### 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/5139/146876-y92vNseFa4/HEIDI BANDS - Teachers.pdf](#)

### 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 response)*

### 3.15) Teachers with More Than One Locally Selected Measure

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

*Teachers with more than one locally selected measure will have each measure weighted in equivalent proportion to the percentage of students covered by that measure. For example, a HS math teacher with two SLOs: The first SLO covers 40% of her total teaching load; the 2nd SLO covers 25% of her entire teaching load. 65% of her entire teaching load is now covered by two SLOs. The first SLO will account for 62% of the total score, and the 2nd SLO will account for 38% of the total score. A 4th grade teacher with locally-selected measures for ELA and Math will earn an equivalent weighted composite score.*

### 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 Thursday, June 28, 2012

Updated Tuesday, December 04, 2012

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### 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.)

*Danielson's Framework for Teaching*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
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	28

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*Nyack Public Schools will use Domains 2 and 3 of the Danielson Rubric for 32 of the 60 points. Please see attached Appendix D for the point allocation by element in each of these domains. The remaining 28 points will be determined by utilizing the elements in Domains 1 and 4 of the Danielson Rubric.*

*The HEDI ratings are based on the average rating of all 4 domains of the Danielson Rubric scale which will be converted into the final 60 point other measure. Structured reviews will utilize the State-approved Danielson Rubric, which the district has selected, and use student work, teacher lesson plans, and/or other teacher artifacts as sources of evidence of teacher proficiency on the relevant teacher skills in the rubric - see Appendix D*

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/5091/146924-eka9yMJ855/60 PtsTeacher Rubric HEDI Table.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.	If the teacher achieves a total of 59 - 60 points on all four Domains combined in the Danielson Rubric, then s/he is highly effective
Effective: Overall performance and results meet NYS Teaching Standards.	If the teacher achieves a total of 57 - 58 points on all four Domains combined in the Danielson Rubric, then s/he is effective
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	If the teacher achieves a total of 45 - 56 points on all four Domains combined in the Danielson Rubric, then s/he is developing
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	If the teacher achieves a total of 0 - 44 points on all four Domains combined in the Danielson Rubric, then s/he is ineffective

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	45 - 56
Ineffective	0 - 44

#### 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	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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



# 5. Composite Scoring (Teachers)

Created Thursday, June 28, 2012

Updated Saturday, November 10, 2012

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	45 - 56
Ineffective	0 - 44

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 Thursday, June 28, 2012

Updated Monday, November 12, 2012

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## 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/5265/146936-Df0w3Xx5v6/Teacher Improvement Plan\_2.GIF*

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *APPEALS PROCESS*

*A. Appeals will be conducted in a timely and expeditious manner. A teacher who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses*

*either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.*

*B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law. (Appendix E – T.I.P. Plan)*

*C. An appeal of the APPR or a TIP must be commenced within ten business days of the presentation of the end of year evaluation document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second ten business day period for a TIP appeal following the end date of the TIP. Business days means all calendar days (even during summer recess) excluding holidays and weekends.*

*D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within fourteen business days of the receipt of the appeal. As long as the Superintendent's decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, procedural issues raised shall be subject to the grievance procedures of the parties' collective bargaining agreement. The above is not intended to preclude review by a 3020-a hearing officer.*

*E. In the event that a tenured teacher receives a second consecutive Ineffective APPR evaluation, the teacher will have the option of requesting an appeal panel prior to the Superintendent's review of the appeal that will consist of two representatives appointed by the NTA President and two administrators appointed by the Superintendent. This appeal must be brought within ten business days of the presentation of the end of the year evaluation document to the teacher.*

*The panel will review the appeal to determine if there are any outstanding factors that need to be considered by the Superintendent when he conducts his review pursuant to paragraph D above. The panel will render a recommendation to the Superintendent within fourteen (14) business days of receiving the teacher's request for an appeal panel review. The Superintendent will then review the appeal pursuant to paragraph D above.*

## 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 District will ensure that all evaluators are trained as lead evaluators, and are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (NYSED) model certification process. The Superintendent will certify lead evaluators upon receipt of proper documentation that the evaluator has fully completed training. The superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with Rockland BOCES. Training will be conducted by Rockland BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis to be determined by the District.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as data analysis; periodic comparisons of assessments; and/or annual calibration session across evaluators.*

*Lead evaluators have been and will continue to be trained in the following areas:*

- 1. NYS Teaching Standards and their related elements and performance indicators and Leadership Standards and their related functions*
- 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*
- 4. Application and use of the State-approved teacher or principal rubrics selected by the district of BOCES for use in evaluations, including training on the effective applications of such rubrics to observe a teacher or principal's practice*

5. Application and use of any assessment tools . . . to evaluate teachers or building principals (portfolios, surveys, professional growth goals, school improvement goals)
6. Application and use of locally selected measures of student achievement used to evaluate teachers
7. Use of Statewide Instructional Reporting System
8. Scoring methodology: how scores are generated for each subcomponent and composite score
9. Special considerations in evaluating teachers and principals of ELLs and SWDs

*During the 2011 - 2012 school year, the Nyack Public School District utilized the services of the Rockland BOCES Network Team to provide training for lead evaluators. This process included half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. In addition to the BOCES Network Team, on-site training were also provided by consultants from the approved rubric providers.*

#### *Lead Evaluator*

*The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.*

#### *Responsibilities*

*Lead Evaluators will train and certify other evaluators in the District based on the same model.*

#### *Timing*

*For the 2012 - 2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or sixty (60) days after appointment.*

#### *Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreement.*

## 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

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• Checked

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## 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

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

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

Created Thursday, June 28, 2012

Updated Friday, November 16, 2012

## 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):

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

associated with the controls or adjustments.

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, June 28, 2012

Updated Monday, December 10, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise
6 - 8	(a) achievement on State assessments	NYS Grade 6, 7 8 ELA Math Assessments
9 - 12	(d) measures used by district for teacher evaluation	10 NYS Regents exams

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.	Baseline performance data will be compiled for each course roster, including any preassessment and past performance history. ACHIEVEMENT targets will be based on this data. Targets will be set by the principal in collaboration with Central Office Administrator/supervisor.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 86% or more of students, including special populations, meet or exceeds their established targets, then the principal will be rated highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 50 - 85% of students, including special populations, meet or exceeds their established targets, then the principal will be rated effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If 15-49% of students, including special populations, meet or exceeds their established targets, then the principal will be rated developing.

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

If 0 - 14% of students, including special populations, meet or exceeds their established targets, then the principal will be rated ineffective.

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/5366/147105-qBFVOWF7fC/Appendix E1 15 points HEDI Table for Principals.pdf*

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

**In the table below, list all of the grade configurations 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
NA		

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

NA

### 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.

*When using multiple measures in our k - 5 and 6 - 8 buildings, the ELA and Math component will be weighted equally to determine a composite score for the local measure. At the High School, grades 9 - 12, student performance on the 10 Regents exams will be weighted equally to determine the composite score for the local measure. These include English, Algebra, Geometry, Algebra II/Trigonometry, Global Studies, US History and Government, Earth Science, Living Environment, Chemistry and Physics Regents Exams.*

### 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, June 28, 2012

Updated Monday, November 19, 2012

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

*Nyack Public Schools will use Multidimensional Principal Performance Rubric for all 60 points (see Appendix D for the point allocation by domain). The HEDI ratings are based on the accumulation of all points in all domains of the Multidimensional Principal Performance Rubric scale.*

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/5143/147122-pMADJ4gk6R/Principal's Appendix D.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	If the principal achieves a total of 59 points or more on the MPPR, then s/he is highly effective.
Effective: Overall performance and results meet standards.	If the principal achieves a total of 57 - 58 points on the MPPR, then s/he is effective.
Developing: Overall performance and results need improvement in order to meet standards.	If the principal achieves a total of 45 - 56 points on the MPPR, then s/he is developing.
Ineffective: Overall performance and results do not meet standards.	If the principal achieves a total of 0 - 44 points on the MPPR, then s/he is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	45 - 56
Ineffective	0 - 44

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Thursday, June 28, 2012

Updated Saturday, November 10, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	59 - 60
Effective	57 - 58
Developing	45 - 56
Ineffective	0 - 44

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 Thursday, June 28, 2012

Updated Monday, November 12, 2012

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## 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/5276/147139-Df0w3Xx5v6/Principal Support Plan June 2012.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:

*In the agreement negotiated between District and the Nyack Administrators, timelines for the appeal's process is clearly articulated as follows:*

*1. Within ten (10) business days of the receipt of a principal's annual evaluation, the principal may request, in writing, review by the Superintendent of Schools or his/her designee.*

*2. The appeal writing shall articulate in detail the basis of the appeal to the Superintendent*

of Schools. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated principal may only challenge the substance of the annual professional performance review, and/or the school district's issuance and/or implementation of the terms of the principal improvement plan.

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

## 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 District will ensure that all evaluators are trained as lead evaluators, and are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (NYSED) model certification process. The Superintendent will certify lead evaluators upon receipt of proper documentation that the evaluator has fully completed training. The superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with Rockland BOCES. Training will be conducted by Rockland BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis to be determined by the District.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as data analysis; periodic comparisons of assessments; and/or annual calibration session across evaluators.*

*Lead evaluators have been and will continue to be trained in the following areas:*

- 1. NYS Teaching Standards and their related elements and performance indicators and Leadership Standards and their related functions*
- 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*
- 4. Application and use of the State-approved teacher or principal rubrics selected by the district of BOCES for use in evaluations, including training on the effective applications of such rubrics to observe a teacher or principal's practice*
- 5. Application and use of any assessment tools . . . to evaluate teachers or building principals (portfolios, surveys, professional growth goals, school improvement goals)*
- 6. Application and use of locally selected measures of student achievement used to evaluate teachers*
- 7. Use of Statewide Instructional Reporting System*
- 8. Scoring methodology: how scores are generated for each subcomponent and composite score*
- 9. Special considerations in evaluating teachers and principals of ELLs and SWDs*

*During the 2011 - 2012 school year, the Nyack Public School District utilized the services of the Rockland BOCES Network Team to provide training for lead evaluators. This process included half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. In addition to the BOCES Network Team, on-site training were also provided by consultants from the approved rubric providers.*

### *Lead Evaluator*

*The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.*

### *Responsibilities*

*Lead Evaluators will train and certify other evaluators in the District based on the same model.*

### *Timing*

*For the 2012 - 2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified*

by October 30th of each school year or sixty (60) days after appointment.

#### *Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreement.*

### 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

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Updated Monday, November 12, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/147141-3Uqgn5g9Iu/District Certification Form\\_2.pdf](assets/survey-uploads/5581/147141-3Uqgn5g9Iu/District%20Certification%20Form_2.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.

Student Learning Objectives Table

<b>Courses or Subjects</b>	<b>Option</b>	<b>Assessment</b>
College Topics	District, Regional or BOCES Developed	Nyack District Developed College Topics Assessment
SAT Math Preparation	District, Regional or BOCES Developed	Nyack District Developed SAT Math Preparation
Forensics	District, Regional or BOCES Developed	Nyack District Developed Forensic Assessment
Authentic Research	District, Regional or BOCES Developed	Nyack District Developed Authentic Research Assessment
Botany	District, Regional or BOCES Developed	Nyack District Developed Botany Assessment
TV Production	District, Regional or BOCES Developed	Nyack District Developed TV Production Assessment
Photography	District, Regional or BOCES Developed	Nyack District Developed Photography Assessment
Studio Art	District, Regional or BOCES Developed	Nyack District Developed Studio Art Assessment
Drawing and Painting	District, Regional or BOCES Developed	Nyack District Developed Drawing and Painting Assessment
Film Analysis	District, Regional or BOCES Developed	Nyack District Developed Film Analysis Assessment
Creative Writing	District, Regional or BOCES Developed	Nyack District Developed Creative Writing Assessment
AP English Language	District, Regional or BOCES Developed	Nyack District Developed AP English Language Assessment
AP English Literature	District, Regional or BOCES Developed	Nyack District Developed AP English Literature Assessment
AP Biology	District, Regional or BOCES Developed	Nyack District Developed AP Biology Assessment
AP Physics	District, Regional or BOCES Developed	Nyack District Developed AP Physics Assessment
AP Calculus	District, Regional or BOCES Developed	Nyack District Developed AP Calculus Assessment



**APPENDIX A**  
**HEDI BANDS – Local 20%**

<b>Rating</b>	<b>Percentage of Students Achieving or Meeting Target*</b>	<b>Overall Value</b>
Highly Effective	96 – 100	20
Highly Effective	91 – 95	19
Highly Effective	86 – 90	18
Effective	81 – 85	17
Effective	76 – 80	16
Effective	72 – 75	15
Effective	68 – 71	14
Effective	64 – 67	13
Effective	60 – 63	12
Effective	58 – 59	11
Effective	56 – 57	10
Effective	53 – 55	9
Developing	50 – 52	8
Developing	44 – 49	7
Developing	38 – 43	6
Developing	31 – 37	5
Developing	26 – 30	4
Developing	21 – 25	3
Ineffective	16 – 20	2
Ineffective	11 – 15	1
Ineffective	0 – 10	0

\*Targets for specific populations will be set collaboratively by teachers and administrators in grade level/subject/department teams. All targets are subject to approval by the Superintendent.

**APPENDIX A1**  
**HEDI BANDS – Local 15% (only for value-added model)**

<b>Rating</b>	<b>Percentage of Students Achieving or Meeting Target*</b>	<b>Overall Value</b>
Highly Effective	93 – 100	15
Highly Effective	86 – 92	14
Effective	83 – 85	13
Effective	76 – 82	12
Effective	69 – 75	11
Effective	62 – 68	10
Effective	56 – 61	09
Effective	50 – 55	08
Developing	44 – 49	07
Developing	39 – 45	06
Developing	33 – 38	05
Developing	25 – 32	04
Developing	20 – 24	03
Developing	15 – 19	02
Ineffective	10 – 14	01
Ineffective	0 – 9	00

\*Targets for specific populations will be set collaboratively by teachers and administrators in grade level/subject/department teams. All targets are subject to approval by the Superintendent.

### Task 3.12 – Locally Selected Measures – All Other Courses

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measures</b>	<b>Assessment</b>
S.A.T. Math Prep	District/Regional/BOCES-developed	District Developed S.A.T Math Prep Assessment
Forensics	District/Regional/BOCES-developed	District Developed Forensics Assessment
Introduction to Authentic Science Research	District/Regional/BOCES-developed	District Developed Authentic Research Assessment
AP Biology	District/Regional/BOCES-developed	District Developed A.P. Biology Assessment
Botany	District/Regional/BOCES-developed	District Developed Botany Assessment
TV Production	District/Regional/BOCES-developed	District Developed TV Production Assessment
Photography	District/Regional/BOCES-developed	District Developed Photography Assessment
Studio Art	District/Regional/BOCES-developed	District Developed Studio Art Assessment
Intensive Drawing & Drawing/Painting	District/Regional/BOCES-developed	District Developed Drawing & Painting Assessment
Studio Art	District/Regional/BOCES-developed	District Developed Studio Art Assessment
AP English Literature	District/Regional/BOCES-developed	District Developed AP Literature Assessment
AP English Language	District/Regional/BOCES-developed	District Developed AP Language Assessment
Film Analysis	District/Regional/BOCES-developed	District Developed Film analysis Assessment
Creative Writing	District/Regional/BOCES-developed	District Developed Creative Writing Assessment

**APPENDIX A**  
**HEDI BANDS – Local 20%**

<b>Rating</b>	<b>Percentage of Students Achieving or Meeting Target*</b>	<b>Overall Value</b>
Highly Effective	96 – 100	20
Highly Effective	91 – 95	19
Highly Effective	86 – 90	18
Effective	81 – 85	17
Effective	76 – 80	16
Effective	72 – 75	15
Effective	68 – 71	14
Effective	64 – 67	13
Effective	60 – 63	12
Effective	58 – 59	11
Effective	56 – 57	10
Effective	53 – 55	9
Developing	50 – 52	8
Developing	44 – 49	7
Developing	38 – 43	6
Developing	31 – 37	5
Developing	26 – 30	4
Developing	21 – 25	3
Ineffective	16 – 20	2
Ineffective	11 – 15	1
Ineffective	0 – 10	0

\*Targets for specific populations will be set collaboratively by teachers and administrators in grade level/subject/department teams. All targets are subject to approval by the Superintendent.

**APPENDIX A1**  
**HEDI BANDS – Local 15% (only for value-added model)**

<b>Rating</b>	<b>Percentage of Students Achieving or Meeting Target*</b>	<b>Overall Value</b>
Highly Effective	93 – 100	15
Highly Effective	86 – 92	14
Effective	83 – 85	13
Effective	76 – 82	12
Effective	69 – 75	11
Effective	62 – 68	10
Effective	56 – 61	09
Effective	50 – 55	08
Developing	44 – 49	07
Developing	39 – 45	06
Developing	33 – 38	05
Developing	25 – 32	04
Developing	20 – 24	03
Developing	15 – 19	02
Ineffective	10 – 14	01
Ineffective	0 – 9	00

\*Targets for specific populations will be set collaboratively by teachers and administrators in grade level/subject/department teams. All targets are subject to approval by the Superintendent.

**APPENDIX D  
APPR – TEACHER EVALUATION  
LOCAL 60 POINTS CALCULATION SPREADSHEET**

Danielson's Framework for Teaching (2011 Revised Edition)  
Nyack Public Schools - Conversion Flow Chart

		Step 1 Value of Each Domain	Step 2 Relative Value of Each Component of Domain	Step 3 Rating of 1-4 in Each Component (4=H,E, 3=E, 2=D, 1=I)	Step 4 Weight Comp onent Scores	Step 5 Total Compo nent Score	Step 6 Weight Total Domain Score and Compute Total	Step 7 HEDI Bands	Step 8 Conversion Chart	Step 9
<b>Domain 1: Planning and Preparation</b>		<b>23%</b>								
	A. Knowledge of Content and Pedagogy		21.4%		0			H=59-60	Avg Rubric Score	Conversion Score
	B. Knowledge of Students		21.4%		0			E=57-58 D=45-56 I=0-44	1.1	11
	C. Setting Instructional Outcomes		14.3%		0				1.2	16
	D. Knowledge of Resources		14.3%		0				1.3	21
	E. Designing Coherent Instruction		14.3%		0				1.4	26
	F. Designing Student Assessments		14.3%		0				1.5	31
<b>Domain 2: Classroom Environment</b>		<b>22%</b>				0	0		1.6	36
	A. Respect and Rapport		23.1%		0				1.7	44
	B. Culture for Learning		23.1%		0				1.8	47
	C. Managing Classroom Procedures		23.1%		0				1.9	48
	D. Managing Student Behavior		23.1%		0				2	50
	E. Organizing Physical Spaces		7.7%		0				2.1	52
			100.0%		0	0	0		2.2	52
<b>Domain 3: Instruction</b>		<b>32%</b>							2.3	54
	A. Communicating with Students		21.1%		0				2.4	55
	B. Questioning/Prompts and Discussion		21.1%		0				2.5	56
	C. Engaging Students in Learning		21.1%		0				2.6	56.5
	D. Using Assessment in Instruction		21.1%		0				2.7	57.5
	E. Using Flexibility and Responsiveness		15.8%		0				2.8	57.5
			100.0%		0	0	0		2.9	57.5

**APPENDIX D  
APPR – TEACHER EVALUATION  
LOCAL 60 POINTS CALCULATION SPREADSHEET**

Danielson's Framework for Teaching (2011 Revised Edition)  
Nyack Public Schools - Conversion Flow Chart

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
<b>Domain 4: Teaching</b>	<b>23%</b>								
A. Reflecting on Teaching		21.4%		0				3.1	58
B. Maintaining Accurate Records		14.3%		0				3.2	58.4
C. Communicating with Families		21.4%		0				3.3	58.4
D. Participating in a Professional Community		14.3%		0				3.4	58.4
E. Growing and Developing Professionally		14.3%		0				3.5	58.4
F. Showing Professionalism		14.3%		0				3.6	58.5
		100.0%		0				3.7	59
					0			3.8	59
<b>Domain: Other*</b>								3.9	60
<b>Total</b>	<b>100%</b>					<b>0.0</b>		<b>4</b>	<b>60</b>

\*Greater than .5 round up to next whole number on HEDI band  
\*\*Greater than .05 round to next tenth of a percentage on average rubric score

## APPENDIX E1

### HEDI BANDS – Local 15% (only for value-added model)

Rating	Percentage of Students Achieving or Meeting Target*	Overall Value
Highly Effective	93 – 100	15
Highly Effective	86 – 92	14
Effective	83 – 85	13
Effective	76 – 82	12
Effective	69 – 75	11
Effective	62 – 68	10
Effective	56 – 61	09
Effective	50 – 55	08
Developing	44 – 49	07
Developing	39 – 45	06
Developing	33 – 38	05
Developing	25 – 32	04
Developing	20 – 24	03
Developing	15 – 19	02
Ineffective	10 – 14	01
Ineffective	0 – 9	00

\*Targets for specific populations will be set collaboratively by teachers and administrators in grade level/subject/department teams. All targets are subject to approval by the Superintendent.

**APPENDIX D**  
**APPR - Principal Evaluation Local 60 Points - Calculation Spreadsheet**

APPR - Principals									
Danielson's Framework for Teaching (2011 Revised Edition)									
Nyack Public Schools - Conversion Flow Chart									
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
	Value of Each Domain	Relative Value of Each Component of Domain	Rating of 1-4 in Each Component (4=HE, 3=E, 2=D, 1=I)	Weight Component Scores	Total Component Score	Weight Total Domain Score and Compute Total	HEDI Bands	Average Rubric Score	Conversion Score
<b>Domain 1: Shared Vision of Learning</b>	<b>13%</b>						<b>H=69-60</b>		
A. Culture		75.0%		0			<b>E=57-58</b>	1	0
B. Sustainability		25.0%		0			<b>D=45-56</b>	1.1	11
		100.0%		0	0	0	<b>I=0-44</b>	1.2	16
<b>Domain 2: School Culture &amp; Instructional Program</b>	<b>33%</b>								
A. Culture		15.0%		0				1.3	21
B. Instructional Program		40.0%		0				1.4	26
C. Capacity Building		15.0%		0				1.5	31
D. Sustainability		15.0%		0				1.6	36
E. Strategic Planning Process		15.0%		0				1.7	44
		100.0%		0	0	0		1.8	47
					0	0		1.9	48
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	<b>23%</b>								
A. Capacity Building		35.7%		0				2	50
B. Culture		21.4%		0				2.1	52
C. Sustainability		21.4%		0				2.2	52
D. Instructional Program		21.4%		0				2.3	54
		100%		0				2.4	55
<b>Domain 4: Community</b>	<b>8%</b>								
A. Strategic Planning Process Inquiry		40.0%		0				2.6	56.5
B. Culture		40.0%		0				2.7	57.5
C. Sustainability		20.0%		0				2.8	57.5
		100.0%		0	0	0		2.9	57.5
					0	0		3	57.5
<b>Domain 5: Integrity, Fairness, Ethics</b>	<b>13%</b>								
A. Sustainability		50.0%		0				3.1	58
B. Culture		50.0%		0				3.2	58.4
		100.0%		0	0	0		3.3	58.4
					0	0		3.4	58.4
<b>Domain 6: Political, Social, Economic, Legal &amp; Cultural Context</b>	<b>8%</b>								
A. Sustainability		60.0%		0				3.5	58.4
B. Culture		40.0%		0				3.6	58.5
		100.0%		0	0	0		3.7	59
					0	0		3.8	59
<b>Total</b>	<b>100%</b>								
					0.0	0.0		3.9	60
								4	60

\*Greater than .5 round up to next whole number on HEDI band

\*\*Greater than .05 round to next tenth of a percentage on average rubric score

Nyack Public Schools  
Support Plan

Teacher \_\_\_\_\_  
Follow-up Date \_\_\_\_\_

Date \_\_\_\_\_  
(See Below)

Building(s) \_\_\_\_\_  
Tenure \_\_\_\_\_

At the discretion of the building principal, a Support Plan is implemented if performance does not meet expectations. Identify the Domain(s) being addressed below.

\_\_\_\_\_ Domain 1: Planning and Preparation  
\_\_\_\_\_ Domain 2: The Classroom Environment

\_\_\_\_\_ Domain 3: Instruction  
\_\_\_\_\_ Domain 4: Professional Responsibilities

Goal(s): \_\_\_\_\_

Strategies:	Resources Needed:	Expected Outcomes:	Date Completed:	Goal(s) Completed:
				<p style="text-align: center;">_____ Yes      _____ No</p> <p>Evidenced by:</p>

Comments: \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

The Plan is to be reviewed by the end of the subsequent semester following its implementation. Please mark the appropriate box:

\_\_\_\_\_ Plan Complete

\_\_\_\_\_ Plan Confirmed

\_\_\_\_\_ New Plan

Nyack Public Schools  
**Principal Support Plan**

Principal \_\_\_\_\_ Date \_\_\_\_\_ Building(s) \_\_\_\_\_  
 Follow-up Date \_\_\_\_\_ (See Below) Tenure \_\_\_\_\_

At the discretion of the Assistant Superintendent for Curriculum and Instruction, a Support Plan is implemented if performance does not meet expectations. Identify the Domain(s) being addressed below.

\_\_\_\_\_ Domain 1: Shared Vision of Learning  
 \_\_\_\_\_ Domain 2: School Culture and Instructional Program  
 \_\_\_\_\_ Domain 3: Safe, Efficient, Effective Learning Environment  
 \_\_\_\_\_ Domain 4: Community  
 \_\_\_\_\_ Domain 5: Integrity, Fairness, Ethics  
 \_\_\_\_\_ Domain 6: Political, Social, Economic, Legal and Cultural Context

Goal(s): \_\_\_\_\_

Strategies:	Resources Needed:	Expected Outcomes:	Date Completed:	Goal(s) Completed:
				<input type="checkbox"/> Yes <input type="checkbox"/> No Evidenced by:
Comments:				

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**The Plan is to be reviewed by the end of the subsequent semester following its implementation. Please mark the appropriate box:**

**Plan Complete**                     
  **Plan Confirmed**                     
  **New Plan**

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

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

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

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

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

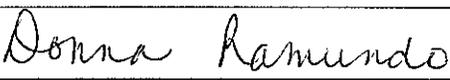
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

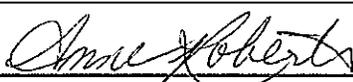
Superintendent Signature: Date: 6-29-12



Teachers Union President Signature: Date: 6-29-12



Administrative Union President Signature: Date:

 6-29-12

Board of Education President Signature: Date: 6-29-12

