



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

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

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December 11, 2012

Phyllis Glassman, Superintendent  
Ossining Union Free School District  
190 Croton Ave.  
Ossining, NY 10562

Dear Superintendent Glassman:

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: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Friday, June 15, 2012

Updated Wednesday, August 22, 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 : 661401030000

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

*661401030000*

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

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

*OSSINING UFSD*

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

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

*(No response)*

#### 1.4) Award Classification

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

- 
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Friday, June 15, 2012

Updated Monday, December 10, 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	AIMSWeb
1	State-approved 3rd party assessment	AIMSWeb
2	State-approved 3rd party assessment	AIMSWeb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The development of the Student Learning Objectives will be overseen by the Deputy Superintendent and Assistant
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Superintendent of Elementary Education and Administrative Services. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual student group targets. The percentage of students meeting or exceeding their individualized target will result in a HEDI score from 0-20. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The targets will be locally developed with the principal and teacher(s).

The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

85% of the students achieve or exceed the target determined in the Student Learning Objective.

Below is the Point distribution:

20: 95-100% of students meet or exceed target 19:

90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

17:83-84% of students meet or exceed target 16:82% of students meet or exceed target

15:81% of students meet or exceed target

14:80% of students meet or exceed target

13:79% of students meet or exceed target

12:78% of students meet or exceed target

11:77% of students meet or exceed target

10:76% of students meet or exceed target

9:75% of students meet or exceed target

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

60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

8:73-74% of students meet or exceed target

7:70-72% of students meet or exceed target

6:67-69% of students meet or exceed target

5:64-66% of students meet or exceed target

4:62-63% of students meet or exceed target

3:60-61% of students meet or exceed target

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

Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

2:55-59% of students meet or exceed target

1:50-54% of students meet or exceed target

0:0-49% of students meet or exceed target

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic
1	State-approved 3rd party assessment	i-Ready Diagnostic
2	State-approved 3rd party assessment	i-Ready Diagnostic

	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.

<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 2.11, below.</p>	<p>The development of the Student Learning Objectives will be overseen by the Deputy Superintendent and Assistant Superintendent of Elementary Education and Administrative Services. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The targets will be locally determined between the principal and teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>20: 95-100% of students meet or exceed target 19: 90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target</p>

10:76% of students meet or exceed target  
 9:75% of students meet or exceed target

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

60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:  
 8:73-74% of students meet or exceed target  
 7:70-72% of students meet or exceed target  
 6:67-69% of students meet or exceed target  
 5:64-66% of students meet or exceed target  
 4:62-63% of students meet or exceed target  
 3:60-61% of students meet or exceed target

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

Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:  
 2:55-59% of students meet or exceed target  
 1:50-54% of students meet or exceed target  
 0:0-49% of students meet or exceed target

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Science Ossining Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Science Ossining Grade 7 Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The development of the Student Learning Objectives will be overseen by the Deputy Superintendent and Assistant Superintendent of Elementary Education and Administrative Services. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The targets will be locally determined between the principal and teacher.

The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria. The scores will be determined using individual student growth targets.

8th grade science students will be taking the NYS Earth Science Regents Exam.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

85% of the students achieve or exceed the target determined in the Student Learning Objective

20: 95-100% of students meet or exceed target 19: 90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.

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14:80% of students meet or exceed target  
13:79% of students meet or exceed target  
12:78% of students meet or exceed target  
11:77% of students meet or exceed target  
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

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Point Distribution:

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

Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

2:55-59% of students meet or exceed target  
1:50-54% of students meet or exceed target  
0:0-49% of students meet or exceed target

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Grade 6 - Social Studies -Ossining School District - Locally Developed Assessment -6
7	District, regional or BOCES-developed assessment	Grade 7 - Social Studies -Ossining School District - Locally Developed Assessment -7

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.

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The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

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

85% of the students achieve or exceed the target determined in the Student Learning Objective

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## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	Regents Assessment	Global Regents

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.

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## 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.

The development of the Student Learning Objectives will be overseen by the Deputy Superintendent and Assistant Superintendent of Elementary Education and Administrative Services. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The scores will be determined using individual student growth targets. The targets will be locally determined between the principal and teacher.

The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

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

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

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Point Distribution:

2:55-59% of students meet or exceed target  
1:50-54% of students meet or exceed target  
0:0-49% of students meet or exceed target

## 2.8) High School Math Regents Courses

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

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

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

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

<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 2.11, below.</p>	<p>The development of the Student Learning Objectives will be overseen by the Deputy Superintendent and Assistant Superintendent of Elementary Education and Administrative Services. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The scores will be determined using individual student growth targets. The targets will be locally determined between the principal and teacher.</p> <p>The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective</p> <p>20: 95-100% of students meet or exceed target 19: 90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>17:83-84% of students meet or exceed target 16:82% of students meet or exceed target            15:81% of students meet or exceed target            14:80% of students meet or exceed target            13:79% of students meet or exceed target            12:78% of students meet or exceed target            11:77% of students meet or exceed target            10:76% of students meet or exceed target            9:75% of students meet or exceed target</p>

Developing (3 - 8 points) Results are below District goals for similar students.	60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.
	Point Distribution: 8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.
	Point Distribution: 2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Ossining Grade 9 - ELA -District Developed Assessment
Grade 10 ELA	Regents assessment	Comprehensive English Regents (ELA)
Grade 11 ELA	District, regional or BOCES-developed assessment	Ossining Grade 11 - ELA - District Developed 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.	The development of the Student Learning Objectives will be overseen by the Deputy Superintendent and Assistant Superintendent of Elementary Education and Administrative Services. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The scores will be determined using individual student growth targets. The targets will be locally determined
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between the principal and teacher.

The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

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

85% of the students achieve or exceed the target determined in the Student Learning Objective

20: 95-100% of students meet or exceed target 19: 90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target

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

75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.

17:83-84% of students meet or exceed target 16:82% of students meet or exceed target  
15:81% of students meet or exceed target  
14:80% of students meet or exceed target  
13:79% of students meet or exceed target  
12:78% of students meet or exceed target  
11:77% of students meet or exceed target  
10:76% of students meet or exceed target  
9:75% of students meet or exceed target

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

60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

8:73-74% of students meet or exceed target  
7:70-72% of students meet or exceed target  
6:67-69% of students meet or exceed target  
5:64-66% of students meet or exceed target  
4:62-63% of students meet or exceed target  
3:60-61% of students meet or exceed target

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

Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

2:55-59% of students meet or exceed target  
1:50-54% of students meet or exceed target  
0:0-49% of students meet or exceed target

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
All other K-2 Elementary staff, except Physical Education and Cultural Arts	State-approved 3rd party assessment	AIMS Web ELA; and I-Ready Diagnostic Assessment - Mathematics
Physical Education	District, Regional or BOCES-developed	Ossining School District - Grade Specific (K-12) Physical education Locally Developed Assessment - Physical Education
Cultural Arts	District, Regional or BOCES-developed	Ossining School District - Grade Specific (K-12) Cultural Arts Locally Developed Assessment -

		Cultural Arts
Technology	District, Regional or BOCES-developed	Grade 6-8 -Ossining Schools Districy- Locally Developed Technology
Home and Careers	District, Regional or BOCES-developed	Grade 6-8 Ossining Locally Developed Home and Careers Assessment
All other non-regents Math teachers HS	District, Regional or BOCES-developed	Ossining Locally Developed Math Assessments - High School Grade 9-12
All other non-Regents English teachers - High School	District, Regional or BOCES-developed	English Locally Developed Assesmenet Grade 9-12
All other non-Regents Science Teachers - High School	District, Regional or BOCES-developed	Science Locally Developed Assesmenet Grade 9-12
All other non-Regents Social Studies teachers High School	District, Regional or BOCES-developed	Social Studies Locally Developed Assesmenet Grade 9-12
All World Language Non-Regents High School	District, Regional or BOCES-developed	World Language Locally Developed Assesmenet Grade 9-12
High School Business	District, Regional or BOCES-developed	HS Business Locally Developed Assessment Grade 9-12
Middle School and High School ESL	State Assessment	NYSESLAT Grades 6-12
Middle School Home and Careers	District, Regional or BOCES-developed	Home and Careers Locally-Developed Assessment
Middle School Technology	District, Regional or BOCES-developed	Technology Locally Developed Assessment Grades 6-8
Middle and High School Health	District, Regional or BOCES-developed	Locally developed Ossining Health Assessment Grades 6-12
All teachers with 50% or more of students who are alternatively assessed	State Assessment	NYSAA

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

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

The development of the Student Learning Objectives will be overseen by the Deputy Superintendent and Assistant Superintendent of Elementary Education and Administrative Services. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The scores will be determined using individual student growth targets. The targets will be locally determined between the principal and teacher.

The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

All other K-2 Elementary, except Physical Education and Cultural Arts, will include the number of students that achieve their target on the AIMS Web ELA; and I-Ready Diagnostic Assessment - Mathematics. Based on the degree to which they meet the target on each assessment, a score will be developed. There will be a percentage score for each assessment. The average of the two will result in an overall growth percentage. These individual targets will be set by the teacher and principal, based on the historical data and Pre-Assessment data. Based on the overall percentage of students that meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined. Using the conversion chart listed below. Once the percentages are determined for the AIMS web and I-Ready, they will be averaged to come up with a final score.

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

85% of the students achieve or exceed the target determined in the Student Learning Objective

20: 95-100% of students meet or exceed target 19:  
90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target

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

75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.

17:83-84% of students meet or exceed target 16:82% of students meet or exceed target  
15:81% of students meet or exceed target  
14:80% of students meet or exceed target  
13:79% of students meet or exceed target  
12:78% of students meet or exceed target  
11:77% of students meet or exceed target  
10:76% of students meet or exceed target  
9:75% of students meet or exceed target

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

60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

8:73-74% of students meet or exceed target  
7:70-72% of students meet or exceed target  
6:67-69% of students meet or exceed target  
5:64-66% of students meet or exceed target  
4:62-63% of students meet or exceed target  
3:60-61% of students meet or exceed target

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

Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:

2:55-59% of students meet or exceed target  
1:50-54% of students meet or exceed target  
0:0-49% of students meet or exceed target

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

*assets/survey-uploads/5364/142941-avH4IQNZMh/Course.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/5364/142941-TXEttx9bQW/HEDICRITERIA[1].docx*

## 2.12) Locally Developed Controls

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

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

NA.

## 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 Tuesday, June 19, 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	6(ii) School wide measure computed locally	i-Ready Diagnostic: Math and ELA
5	6(ii) School wide measure computed locally	i-Ready Diagnostic: Math and ELA
6	6(ii) School wide measure computed locally	ELA and Math Grade 6-8: NYS Assessments

7	6(ii) School wide measure computed locally	ELA and Math Grade 6-8: NYS Assessments
8	6(ii) School wide measure computed locally	ELA and Math Grade 6-8: NYS Assessments

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

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

<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>The locally selected measure will be determined by the teacher and principal for grades 4 - 8. Grades 4-5 will use a State-approved 3rd party assessment. Grades 6-8 will use the NYS ELA and Mathematics Assessment. Both assessments are aligned with the Common Core State Standards.</p> <p>Grades 4 and 5 teacher scores will be based upon the percentage of students who meet or exceed their individual student growth targets will correspond to the 0-15 HEDI Scale. Teacher and Principal will determine the targets using Pre-Assessment data. Based on the overall percentage of students who meet or exceed their individual growth target a 0-15 HEDI score will be determined using the conversion chart listed below.</p> <p>As per the NYS Education regulations, the 6th, 7th and 8th grade teacher scores will be based upon the degree to which students' meet or exceed the the locally determined student targets. Historical data will be used is setting the targets.</p> <p>The overall percent of students who meet or exceed the proficiency target in ELA and Math will result in a score from 0-15. Administrators will assign points in accordance with the District HEDI criteria.</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>15: 92-100% of students meet or exceed target 14: 85-91% of students meet or exceed target</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>13: 82-84% of students meet or exceed target 12: 80-81% of students meet or exceed target 11: 79% of students meet or exceed target 10: 77-78% of students meet or exceed target 9: 75-76% of students meet or exceed target 8: 73-74% of students meet or exceed target</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>7: 70-72% of students meet or exceed target 6: 67-69% of students meet or exceed target 5: 64-66% of students meet or exceed target 4: 62-63% of students meet or exceed target 3: 60-61% of students meet or exceed target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement</p>	<p>2: 55-59% of students meet or exceed target 1: 50-54% of students meet or exceed target</p>

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	i-Ready Diagnostic: Math and ELA
5	6(ii) School wide measure computed locally	i-Ready Diagnostic: Math and ELA
6	6(ii) School wide measure computed locally	ELA and Math Grade 6-8: NYS Assessments
7	6(ii) School wide measure computed locally	ELA and Math Grade 6-8: NYS Assessments
8	6(ii) School wide measure computed locally	ELA and Math Grade 6-8: NYS Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

The locally selected measure will be determined by the teacher and principal for grades 4 - 8. Grades 4-5 will use a State-approved 3rd party assessment. Grades 6-8 will use the NYS ELA and Mathematics Assessment assessment. Both assessments are aligned with the Common Core State Standards.

Grades 4 and 5 teacher scores will be based upon the percentage of students who meet or exceed their individual student growth targets will correspond to the 0-15 HEDI Scale. Teacher and Principal will determine the targets using Pre-Assessment data. Based on the overall percentage of students who meet or exceed their individual growth target a 0-15 HEDI score will be determined using the conversion chart listed below

As per the NYS Education regulations, the 6th, 7th and 8th grade teacher scores will be based upon the degree to which students' meet or exceed the locally determined target. Historical data will be used in setting the targets. The overall percent of students who meet or exceed the proficiency target in ELA and Math will result in a score from 0-15. Administrators will assign points in accordance with the District HEDI criteria.

Administrators will assign points in accordance with the

District HEDI criteria.

Administrators will again assign points in accordance with the District HEDI criteria.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

15: 92-100% of students meet or exceed target  
14: 85-91% of students meet or exceed target

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

13: 82-84% of students meet or exceed target  
12: 80-81% of students meet or exceed target  
11: 79% of students meet or exceed target  
10: 77-78% of students meet or exceed target  
9: 75-76% of students meet or exceed target  
8: 73-74% of students meet or exceed target

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

7: 70-72% of students meet or exceed target  
6: 67-69% of students meet or exceed target  
5: 64-66% of students meet or exceed target  
4: 62-63% of students meet or exceed target  
3: 60-61% of students meet or exceed target

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

2: 55-59% of students meet or exceed target  
1: 50-54% of students meet or exceed target  
0: 0-49% of students meet or exceed target

### 3.3) HEDI Tables or Graphics

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

*(No response)*

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA
1	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA
2	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA
3	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA

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.	Grades K-3 ELA teacher's HEDI score will be based on the percent of students that meet or exceed their individual student growth targets. Teacher and Principal will determine the targets using Pre-Assessment data. Based on the overall percentage of students who meet or exceed their individual growth target a 0-20 HEDI score will be determined using the conversion chart listed below
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20: 95-100% of students meet or exceed target 19: 90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA
1	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA
2	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA
3	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment: Math and ELA

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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Grades K-3 Math teacher's HEDI score will be based on the percent of students that meet or exceed their individual student growth targets. The teacher and principal will meet to determine these targets using prior academic data. The process to determine the teacher's HEDI score be based on the average percent of students that meet or exceed their target in math and ELA for the specific grade level. Based on these results, a HEDI score will be determined. And the percentages for each subject will averaged to determine the number of students meeting or exceed the HEDI targets.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20: 95-100% of students meet or exceed target 19: 90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	ELA and Math State Assessment Grade 6-8
7	6(ii) School wide measure computed locally	ELA and Math State Assessment Grade 6-8
8	6(ii) School wide measure computed locally	ELA and Math State Assessment Grade 6-8

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The locally selected measure of student achievement is the NYS ELA and Math Assessments (6-8). It is aligned with the Common Core State Standards. As per the NYS Education regulations, teacher scores will be based upon the degree to which students' achievement goals were attained. The proficiency benchmark will be locally determined between the principal and teacher.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally selected measure will assess the most important learning for the semester/year. The achievement level will be determined using historical data. Based on the overall percentage of students that meet the locally determined proficiency target, a corresponding HEDI score (0-20) will be determined using the conversion chart listed below.</p> <p>Administrators will assign points in accordance with the District HEDI criteria.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target</p> <p>17:83-84% of students meet or exceed target 16:82% of students meet or exceed target            15:81% of students meet or exceed target            14:80% of students meet or exceed target            13:79% of students meet or exceed target            12:78% of students meet or exceed target            11:77% of students meet or exceed target            10:76% of students meet or exceed target            9:75% of students meet or exceed target</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target</p>

### 3.7) Grades 6-8 Social Studies

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The locally selected measure of student achievement is the NYS ELA and Math Assessments (6-8). It is aligned with the Common Core State Standards. As per the NYS Education regulations, teacher scores will be based upon the degree to which students' achievement goals were attained. The proficiency benchmark will be locally determined between the principal and teacher.</p> <p>The locally selected measure will assess the most important learning for the semester/year. The achievement level will be determined using historical data. Based on the overall percentage of students that meet the locally determined proficiency target, a corresponding HEDI score (0-20) will be determined using the conversion chart listed below.</p> <p>Administrators will assign points in accordance with the District HEDI criteria.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target</p>

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Global Regents
Global 2	6(ii) School wide measure computed locally	Global Regents
American History	6(ii) School wide measure computed locally	US 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.	<p>It is aligned with the Common Core State Standards. As per the NYS Education regulations, teacher scores will be based upon the degree to which students' achievement goals were attained. The proficiency benchmark will be locally determined between the principal and teacher.</p> <p>The locally selected measure will assess the most important learning for the semester/year. The achievement level will be determined using historical data. Based on the overall percentage of students that meet the individual student - locally determined - proficiency benchmark, a corresponding HEDI score (0-20) will be determined using the conversion chart listed below.</p> <p>Administrators will assign points in accordance with the District HEDI criteria.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

### 3.9) High School Science

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

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

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

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.	<p>The locally selected measure of student achievement is a State-approved New York State Regents. They are aligned with the Common Core State Standards. As per the NYS Education regulations, teacher scores will be based upon the degree to which students' achievement goals were attained. The proficiency benchmark will be locally determined between the principal and teacher.</p> <p>The locally selected measure will assess the most important learning for the semester/year. The achievement level will be determined using historical data. Based on the overall percentage of students that meet the locally determined proficiency benchmark for individual students, a corresponding HEDI score (0-20) will be determined using the conversion chart listed below.</p> <p>Administrators will assign points in accordance with the District HEDI criteria.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students

for grade/subject.	meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Algebra Regents
Geometry	6(ii) School wide measure computed locally	Geometry Regents
Algebra 2	6(ii) School wide measure computed locally	Algebra 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.	<p>The locally selected measure of student achievement is NY State Regents assessment. They are aligned with the Common Core State Standards. As per the NYS Education regulations, teacher scores will be based upon the degree to which students' achievement goals were attained.</p> <p>The locally selected measure will assess the most important learning for the semester/year. The achievement level will be determined using historical data. Based on the overall percentage of students that meet the locally determined proficiency benchmark for each student, a coresponding HEDI score (0-20) will be determined using the conversion chart listed below. The proficiency benchmark will be locally determined between the principal and teacher.</p> <p>Administrators will assign points in accordance with the District HEDI criteria.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target

for grade/subject.	15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

### 3.11) High School English Language Arts

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

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

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

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.	<p>The locally selected measure of student achievement is a NEW York State Regents Assessment, and it is aligned with the Common Core State Standards. As per the NYS Education regulations, teacher scores will be based upon the degree to which students' achievement goals were attained. The proficiency benchmark will be locally determined between the principal and teacher.</p> <p>The locally selected measure will assess the most important learning for the semester/year. The achievement level will be determined using historical data. Based on the overall percentage of students that meet the locally developed proficiency benchmark, a corresponding HEDI score (0-20) will be determined using the conversion</p>
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chart listed below.

Administrators will assign points in accordance with the District HEDI criteria.

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

20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target

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

17:83-84% of students meet or exceed target 16:82% of students meet or exceed target  
15:81% of students meet or exceed target  
14:80% of students meet or exceed target  
13:79% of students meet or exceed target  
12:78% of students meet or exceed target  
11:77% of students meet or exceed target  
10:76% of students meet or exceed target  
9:75% of students meet or exceed target

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

8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target

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

2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All HS ESL	6(ii) School wide measure computed locally	Ossining ESL TEacher Developed Assessments
All other Elementary Teachers	6(ii) School wide measure computed locally	i-ready: Math and ELA
All Other Middle School Staff	6(ii) School wide measure computed locally	6-8 NYS State ELA and Math Assessment
All other non-Regents Math Teachers - High School	6(ii) School wide measure computed locally	Ossining Locally Developed Math Assessments HS Grades 9-12
All other non-Regents English teachers - High School	6(ii) School wide measure computed locally	Ossining Locally developed ELA Assessments HS Grades 9-12
All other non-Regents Science Teachers - High School	6(ii) School wide measure computed locally	Ossining Locally developed Science Assessments HS Grades 9-12
All other non-Regents Social Studies teachers- High School	6(ii) School wide measure computed locally	Ossining Locally developed Social Studies Assessments HS Grades 9-12
High School Cultural Arts	6(ii) School wide measure computed locally	Ossining Cultural Arts Teacher Developed Assessments Grades 9-12
High School Physical education	6(ii) School wide measure computed locally	Locally Developed Teacher Assessments for Physical education Grades 9-12

All High School World Language Teachers	6(ii) School wide measure computed locally	World Language Locally Developed Assessments - Ossining
Business	6(ii) School wide measure computed locally	Business Locally developed Assessment - Ossining
All teachers with 50% of students who are alternatively assessed	6(ii) School wide measure computed locally	NYSAA
Teachers of GED students	6(ii) School wide measure computed locally	GED

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.	<p>The locally selected measures of student achievement is a State-approved 3rd party assessment, NYS assessments and teacher-developed assessments. The achievement level will be determined using historical data. They are aligned with the Common Core State Standards. As per the NYS Education regulations, teacher scores will be based upon the degree to which students' achievement goals were attained. The proficiency benchmark will be locally determined between the principal and teacher.</p> <p>The locally selected measure will assess the most important learning for the semester/year.</p> <p>Administrators will assign points in accordance with the District HEDI criteria.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20:95-100% of students meet or exceed target 19:90-94% of students meet or exceed target 18:85-89% of students meet or exceed target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target

for grade/subject.

0:0-49% of students meet or exceed target

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

(No response)

### 3.13) HEDI Tables or Graphics

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

(No response)

### 3.14) Locally Developed Controls

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

(No response)

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

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

*In these cases, the District will weight the results based on the number of students that take the exams. These results will determine the final score for each teacher that has multiple locally selected measures. An Example: Middle School teachers will have a score that considers grades 6-8 ELA and Math State Assessment results. Targets will be established for each assessment. The results of the assessment will be weighed to determine an overall 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 21, 2012

Updated Monday, December 10, 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 (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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.

*60 points (60% of the total 100 points) will be based on multiple observations and collection of evidence utilizing the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition). These observations will occur throughout the year. At least one of the visits will be unannounced.*

*Each teacher will receive a rating from 1 (lowest) - 4 (highest) for each component in the four Danielson Domains. An average of all the scores will lead to an overall numerical rating from 1 to 4. This rating will be converted to a score out of 60 points. The conversion chart is noted below.*

*Administrators will assign points in accordance with the District HEDI criteria.*

*Below are the District's HEDI Bands:*

*H=59-60*

*E=57-58*

*D=50-56*

*I=0-49*

*Below is the Conversion Chart for the Rubric Scores:*

*Average Rubric Score Conversion Score*

*1 0*

*1.1 5*

*1.2 10*

*1.3 15*

*1.4 20*

*1.5 25*

*1.6 30*

*1.7 35*

*1.8 40*

*1.9 45*

*2 50*

*2.1 50.7*

*2.2 51.4*

*2.3 52.1*

*2.4 52.8*

*2.5 53.5*

*2.6 54.2*

*2.7 54.9*

*2.8 55.6*

*2.9 56.3*

*3 57*

*3.1 57.3*

*3.2 57.6*

*3.3 57.9*

*3.4 58.2*

*3.5 58.5*

*3.6 58.8*

*3.7 59.1*

*3.8 59.4*

*3.9 59.7*

*4 60*

*All overall scores will be rounded to the nearest whole number.*

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

*(No response)*

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.	Based on the District's goals and priorities, the teacher exceeds the level of performance expected as assessed by the Danielson (2011) rubric
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher meets the level of performance expected as assessed by the Danielson (2011) rubric
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher needs improvement in order to meet the level of performance expected as assessed by the Danielson (2011) rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the District's goals and priorities, the teacher does not meet the level of performance expected as assessed by the Danielson (2011) rubric.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, June 19, 2012

Updated Monday, December 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	50 – 56
Ineffective	0 - 49

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Friday, June 15, 2012

Updated Thursday, August 23, 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/5265/142944-Df0w3Xx5v6/TIP Grid.doc*

### 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:

*Teacher Appeals Procedure*

*Informal Process:*

*While the formal process is outlined below, the teacher is encouraged to share concerns/questions regarding an evaluation during the*

post-observation conference. Upon discussion, the supervisor may make changes in the evaluation based upon new information provided by the teacher.

*Formal Process:*

*The appeal may only raise those issues set forth in Section 3012-c of Education Law:*

- the substance of the annual professional performance review;*
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;*
- the school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and*
- the school district's issuance and/or implementation of the terms of the teacher improvement plan (TIP).*

*Overall performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.*

*Level 1:*

1. *Within five (5) school days of the receipt of a teacher's annual evaluation (performance rating), the teacher may request in writing an additional meeting with his/her immediate supervisor (the person who completed the evaluation) to have a conversation with the supervisor regarding his or her evaluation. The purpose of this meeting is to explore whether the supervisor wishes to consider any changes in the evaluation based upon new information provided by the teacher.*
2. *The immediate supervisor will provide his/her decision regarding whether he/she has agreed to make any changes in the evaluation within five (5) school days of the meeting noted above.*

*Level 2:*

1. *Within five (5) school days of the receipt of the immediate supervisor's decision regarding changes to the evaluation, the teacher may request in writing, an appeal to the Deputy Superintendent, or Assistant Superintendent for Elementary Education and Administrative Services. The teacher must articulate to the Deputy Superintendent, or Assistant Superintendent for Elementary Education and Administrative Services the specific basis for the appeal.*
2. *Within five (5) school days of receipt of the teacher's appeal, the Deputy Superintendent or Assistant Superintendent for Elementary Education and Administrative Services will conduct a hearing at which the teacher (and representative at the option of the teacher) and the evaluator (and representative at the option of the evaluator) will be allowed to present oral arguments in support of the appeal and the response, respectively.*
3. *Within five (5) school days of the receipt of the appeal, the Deputy Superintendent, or Assistant Superintendent for Elementary Education and Administrative Services shall provide the teacher with a written determination of the appeal.*

*Level 3:*

1. *Within five (5) school days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination, the teacher must submit the appeal to a bipartisan panel comprised of two (2) teacher representatives (to be determined by the OTA) and two (2) administration representatives (to be determined by the Superintendent). The panel will be provided the entire appeals record. The anonymity of the panel members will be protected to the extent possible throughout this procedure.*
2. *The bi-partisan committee will provide a recommendation to the Superintendent of Schools within 5 school days. Thereafter the Superintendent shall issue a final and binding written determination of the appeal within six (6) school days of receipt of the recommendation from the committee.*

## 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.

*EVALUATOR TRAINING:*

*Before each school year, each administrator will receive appropriate training. The training will ensure inter-rater reliability. During the 2012-13 school year, this training will include the following:*

*The Framework for Teaching Proficiency System – “The Framework for Teaching Proficiency System is a complete solution for observer training and assessment. Developed in partnership with ETS and Charlotte Danielson, the Framework for Teaching Proficiency System enables districts and states to promote high-quality observations by implementing rigorous training for all observers.” The tools include: Observer training, Scoring Practice and Proficiency test.*

*The administrators will also participate in an all day session with Ms. Candi McKay, an expert in evaluation. In addition, the district will use Teachscape to ensure all administrators are appropriately applying the rubric. All administrators will be certified evaluators.*

*The district will continue to use this process to recertify the lead evaluators on an annual basis.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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

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

Created Tuesday, June 19, 2012

Updated Monday, December 10, 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):

3-4
5
6-8
9-12
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PreK-K	State-approved 3rd party assessment	AIMS Web
1-2	State-approved 3rd party assessment	AIMS Web

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.

The PreK-K and 1-2 principals scores will be based on individual student growth targets. Principals and teachers will determine the targets using Pre-Assessment data. Also, the Assistant Superintendents will have input in the process. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart listed below.

This is determined by AIMSWeb. The locally selected measure of student achievement for grades PreK - 2 is a State-approved 3rd party assessment. The assessment is aligned with the Common Core State Standards. As per the NYS Education regulations, principal scores will be based upon the degree to which student goals were attained.

The pre-assessment, mid-year assessment, and post assessment will be administered during the time-interval selected. The locally selected measure will assess the most important learning for the semester/year. Evaluators will assign points in accordance with the District HEDI criteria. Historical data will be used to determine the targets.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

85% of the students achieve or exceed the target determined in the Student Learning Objective.

20: 95-100% of students meet or exceed target  
19: 90-94% of students meet or exceed target  
18: 85-89% of students meet or exceed target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.

17:83-84% of students meet or exceed target  
16:82% of students meet or exceed target  
15:81% of students meet or exceed target  
14:80% of students meet or exceed target  
13:79% of students meet or exceed target  
12:78% of students meet or exceed target  
11:77% of students meet or exceed target  
10:76% of students meet or exceed target  
9:75% of students meet or exceed target

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

60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:  
8:73-74% of students meet or exceed target  
7:70-72% of students meet or exceed target  
6:67-69% of students meet or exceed target  
5:64-66% of students meet or exceed target  
4:62-63% of students meet or exceed target  
3:60-61% of students meet or exceed target

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

Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.

Point Distribution:  
2:55-59% of students meet or exceed target  
1:50-54% of students meet or exceed target  
0:0-49% of students meet or exceed target

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

*(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 Monday, June 25, 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
3-4	(d) measures used by district for teacher evaluation	iReady Diagnostic ELA and Math
5	(d) measures used by district for teacher evaluation	iReady Diagnostic ELA and Math
6-8	(a) achievement on State assessments	ELA and Math State Assessment - Grade 6-8
9-12	(g) % achieving specific level on Regents or alternatives	Comprehensive English Regents and Geometry

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.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Ossining Union Free School District will determine the proficiency benchmarks with teachers and principals. They will use prior academic data. The benchmarks will be approved by the principals and District officials. Based on the number of students that meet or exceed the benchmark, a HEDI score will be provided.</p> <p>The locally selected measure of student achievement for grades K-5 is a State-approved 3rd party assessment, for grades 6-8 is the ELA and/or Math State Assessment and for grades 9-12 is the Regents Exams. All assessments are aligned with the Common Core State Standards. As per the NYS Education regulations, the principal's scores will be based upon the degree to which students goals were attained. The goals will be determined in</p>
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collaboration with the principal and Assistant Superintendents.

The pre-assessment and post assessment will be administered during the time-interval selected. The locally selected measure will assess the most important learning for the semester/year.

Administrators will assign points in accordance with the District HEDI criteria.

See Below:

20: 95-100% of students meet or exceed target  
19: 90-94% of students meet or exceed target  
18: 85-89% of students meet or exceed target  
17:83-84% of students meet or exceed target 16:82% of students meet or exceed target  
15:81% of students meet or exceed target  
14:80% of students meet or exceed target  
13:79% of students meet or exceed target  
12:78% of students meet or exceed target  
11:77% of students meet or exceed target  
10:76% of students meet or exceed target  
9:75% of students meet or exceed target  
8:73-74% of students meet or exceed target  
7:70-72% of students meet or exceed target  
6:67-69% of students meet or exceed target  
5:64-66% of students meet or exceed target  
4:62-63% of students meet or exceed target  
3:60-61% of students meet or exceed target  
2:55-59% of students meet or exceed target  
1:50-54% of students meet or exceed target  
0:0-49% of students meet or exceed target

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

85% of the students achieve or exceed the target . 15:  
92-100% of students meet or exceed target  
14: 85-91% of students meet or exceed target

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

73% - 84% of the students achieve or exceed the target .  
13: 82-84% of students meet or exceed target  
12: 80-81% of students meet or exceed target  
11: 79% of students meet or exceed target  
10: 77-78% of students meet or exceed target  
9: 75-76% of students meet or exceed target  
8: 73-74% of students meet or exceed target

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

60% - 74% of the students achieve or exceed the target .  
7: 70-72% of students meet or exceed target  
6: 67-69% of students meet or exceed target  
5: 64-66% of students meet or exceed target  
4: 62-63% of students meet or exceed target  
3: 60-61% of students meet or exceed target

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

Below 60% of the students achieve or exceed the target .  
2:55-59% of students meet or exceed target  
1:50-54% of students meet or exceed target  
0:0-49% of students meet or exceed target

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K	(d) measures used by district for teacher evaluation	iReady Diagnostic ELA and Math
1-2	(d) measures used by district for teacher evaluation	iReady Diagnostic ELA and Math

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.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The locally selected measure of student achievement for grades K-5 is a State-approved 3rd party assessment, for grades 6-8 is the ELA and/or Math State Assessment and for grades 9-12 is the Regents Exams. All assessments are aligned with the Common Core State Standards. As per the NYS Education regulations, the principal's scores will be based upon the degree to which students' achievement goals were attained.</p> <p>The pre-assessment and post assessment will be administered during the time-interval selected. The locally selected measure will assess the most important learning for the semester/year. The goals will be determined in collaboration with the principal and Assistant Superintendents.</p> <p>Administrators will assign points in accordance with the District HEDI criteria.</p> <p>See Below:                  20: 95-100% of students meet or exceed target                  19: 90-94% of students meet or exceed target                  18: 85-89% of students meet or exceed target                  17: 83-84% of students meet or exceed target 16: 82% of students meet or exceed target                  15: 81% of students meet or exceed target                  14: 80% of students meet or exceed target                  13: 79% of students meet or exceed target</p>
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12:78% of students meet or exceed target  
 11:77% of students meet or exceed target  
 10:76% of students meet or exceed target  
 9:75% of students meet or exceed target  
 8:73-74% of students meet or exceed target  
 7:70-72% of students meet or exceed target  
 6:67-69% of students meet or exceed target  
 5:64-66% of students meet or exceed target  
 4:62-63% of students meet or exceed target  
 3:60-61% of students meet or exceed target  
 2:55-59% of students meet or exceed target  
 1:50-54% of students meet or exceed target  
 0:0-49% of students meet or exceed target

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

85% of the students achieve or exceed the target . 20: 95-100% of students meet or exceed target 19: 90-94% of students meet or exceed target 18: 85-89% of students meet or exceed target

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

73% - 84% of the students achieve or exceed the target . 17:83-84% of students meet or exceed target 16:82% of students meet or exceed target 15:81% of students meet or exceed target 14:80% of students meet or exceed target 13:79% of students meet or exceed target 12:78% of students meet or exceed target 11:77% of students meet or exceed target 10:76% of students meet or exceed target 9:75% of students meet or exceed target

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

60% - 74% of the students achieve or exceed the target . 8:73-74% of students meet or exceed target 7:70-72% of students meet or exceed target 6:67-69% of students meet or exceed target 5:64-66% of students meet or exceed target 4:62-63% of students meet or exceed target 3:60-61% of students meet or exceed target

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

Below 60% of the students achieve or exceed the target . 2:55-59% of students meet or exceed target 1:50-54% of students meet or exceed target 0:0-49% of students meet or exceed target

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

*(No response)*

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

*assets/survey-uploads/5366/145628-T8MIGWUVm1/HEDICRITERIA[1].docx*

### 8.3) Locally Developed Controls

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

controls or adjustments.

*(No response)*

#### 8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

*(No response)*

#### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Monday, June 25, 2012

Updated Friday, November 30, 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.	Checked
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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.

*The Commissioner's regulations require that each teacher be evaluated annually on the NYS ISSLC Standards using the approved Multi-Dimensional Principal Performance (MPPR) rubric as part of the Multiple Measures of Principal Effectiveness. This portion of the principal's evaluation is worth 60% of the composite score, and the District will utilize a weighting methodology in distributing the 60 points for this category. Each Domain will be weighted accordingly:*

*The District shall use the "Multi-Dimensional Performance Rubric" (below) with 31 subcomponents of domains I through VI. Each sub-component shall earn a raw score as follows:*

*0 point: Ineffective  
2 points: Developing  
3 points: Effective  
4 points: Highly Effective*

*The total raw score value of the 31 components shall be 124 points. The raw score points shall then be converted to a Scaled Score as follows:*

*Ineffective  
Raw Score: 0-49 points  
Scaled Score: 0-49 points*

*Developing  
Raw Score: 50-62 points  
Scaled Score: 50-56 points*

*Effective  
Raw Score: 63-93 points  
Scaled Score: 57-58 points*

*Highly Effective  
Raw Score: 94-124 points  
Scaled Score: 59-60 points*

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

*assets/survey-uploads/5143/145663-pMADJ4gk6R/The total HEDI Rating Categories shall be as follows.docx*

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

Highly Effective: Overall performance and results exceed standards.	To be rated as highly effective overall, the principal must demonstrate a significant majority of domain scores at the highly effective level. The principal's overall rubric score will determine the specific point assignment using a conversion chart noted in the attachment.
Effective: Overall performance and results meet standards.	To be rated as effective overall, the principal must demonstrate a significant majority of rubric subcomponent scores at or above the effective level. The principal's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample attached.
Developing: Overall performance and results need improvement in order to meet standards.	To be rated as developing overall, the principal must demonstrate a significant majority of rubric subcomponent scores below the effective level. The principal's overall rubric score will determine the specific point assignment using a conversion chart using a conversion chart similar to the sample attached.
Ineffective: Overall performance and results do not meet standards.	To be rated as ineffective overall, the vast majority of the principal's rubric scores must be below the effective level. The principal's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample attached.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

Enter Total	2
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**Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, June 26, 2012

Updated Wednesday, October 17, 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	50-56
Ineffective	0-49

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, June 26, 2012

Updated Wednesday, October 17, 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/5276/145734-Df0w3Xx5v6/PRINCIPAL\\_IMPROVEMENT\\_PLAN\\_1.doc](assets/survey-uploads/5276/145734-Df0w3Xx5v6/PRINCIPAL_IMPROVEMENT_PLAN_1.doc)

### 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:

#### *PRINCIPAL'S APPEAL PROCEDURES*

*Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for building principals, as well as the issuance and implementation of improvement plans for principals whose performance is assessed as either Developing or Ineffective.*

*To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.*

*This model appeal procedure addresses a principal's due process rights while ensuring that appeals are resolved in an expeditious manner.*

#### **BURDEN OF PROOF**

*In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

#### **FORMAL PROCESS:**

##### *Level 1:*

*1. The evaluation will be provided to the principal five (5) days before the year-end evaluation meeting. The immediate supervisor will provide his/her decision regarding whether he/she has agreed to make any changes in the evaluation within five (5) business days of the meeting noted above. Following receiving the final evaluation the principal has 15 business days to file an appeal in writing to the Superintendent. Overall performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Principals who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.*

*2. The appeal to the Superintendent must articulate the specific basis for the appeal. The appeal may only raise those issues set forth in Section 3012-c of Education Law:*

- The substance of the annual professional performance review;*
- The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;*
- The school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and*
- The school district's issuance and/or implementation of the terms of the principal improvement plan (PIP).*

##### *Level 2*

*3. Within five (5) school days of receipt of the Level 1 determination, the principal must submit the appeal of this determination to a bipartisan panel comprised of two (2) administrator representatives (to be determined by the OASS) and one (1) administrator (to be determined by the Superintendent). The panel will be provided the entire appeals record. The anonymity of the panel members will be protected to the extent possible throughout this procedure.*

*4. The bi-partisan committee will provide a recommendation to the Superintendent of Schools within five (5) school days. Thereafter, the Superintendent shall issue a final and binding written determination of the appeal within six (6) school days of receipt of the recommendation from the committee.*

*5. Within six (6) business days of receipt of the appeal, the Superintendent shall issue a final and binding written determination of the appeal.*

*A principal may not resort to any other contractual grievance procedure for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.*

## **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 the Superintendent and his designees are trained as Lead Evaluators and are certified as such. The Superintendent will certify Lead Evaluators upon receipt of proper documentation that the individual has fully completed the requisite training. The Superintendent will maintain records of certification of Lead Evaluators.*

*Evaluator training will occur regionally in cooperation with PNW BOCES. Training will be conducted by PNW BOCES 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 NYSED. Lead 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 of Lead Evaluators 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 sessions across such evaluators.*

*This training of Lead Evaluators will include the following requirements:*

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*

*Application and use of Student Growth Percentile and Value Added Growth Model data*

- *Application and use of the State-approved principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

# 12. Joint Certification of APPR Plan

Created Monday, December 10, 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/5581/274227-3Uqgn5g9Iu/DOC\[1\].PDF](assets/survey-uploads/5581/274227-3Uqgn5g9Iu/DOC[1].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.



Course(s) or Subject(s)	Option	Assessment
<input type="text" value="GED students"/>	<input type="text" value="State Assessment"/>	<input type="text" value="GED"/>
<input type="text"/>	<input type="text" value="..."/>	<input type="text"/>
<input type="text"/>	<input type="text" value="..."/>	<input type="text"/>
<input type="text"/>	<input type="text" value="..."/>	<input type="text"/>
<input type="text"/>	<input type="text" value="..."/>	<input type="text"/>
<input type="text"/>	<input type="text" value="..."/>	<input type="text"/>
<input type="text"/>	<input type="text" value="..."/>	<input type="text"/>
<input type="text"/>	<input type="text" value="..."/>	<input type="text"/>

## HEDI CRITERIA

The District criteria for scoring Student Learning Objectives/Local Measures are as follows:

<b>Highly Effective</b> <i>18 – 20 points</i>	<b>Effective</b> <i>9 – 17 points</i>	<b>Developing</b> <i>3 – 8 points</i>	<b>Ineffective</b> <i>0 – 2 points</i>
85% of the students achieve or exceed the target determined in the Student Learning Objective.	75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.	60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.
<b><i>The points within each category are distributed as follows:</i></b>			
18 points: 85% - 89% 19 points: 90% - 94% 20 points: 95% - 100%	9 points: 75% 10 points: 76% 11 points: 77% 12 points: 78% 13 points: 79% 14 points: 80% 15 points: 81% 16 points: 82% 17 points: 83% - 84%	3 points: 60% - 61% 4 points: 62% - 63% 5 points: 64% - 66% 6 points: 67% - 69% 7 points: 70% - 72% 8 points: 73% - 74%	0 points: 0% - 49% 1 point: 50% - 54% 2 points: 55% - 59%

OSSINING UNION FREE SCHOOL DISTRICT  
*Office of the Deputy Superintendent*

**TEACHERS' IMPROVEMENT PLAN**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Composite Score

\_\_\_\_\_  
Subject/Grade Level

\_\_\_\_\_  
Score Breakdown

\_\_\_\_\_  
Administrator

Date(s):

\_\_\_\_\_  
Preconference

\_\_\_\_\_  
Observation(s)

<b>Domain</b>	<b>Action(s) To Be Taken</b>	<b>Administrator's Responsibilities</b>	<b>Timeline For Progress</b>	<b>Indicators Of Success</b>	<b>Improvements Made and Documented</b>

Administrator's Signature \_\_\_\_\_

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

Representative/Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Or Teacher's Signature Waiving Representation: \_\_\_\_\_

Date: \_\_\_\_\_

RS:mc

4/30/12/APPR Teachers/TIP Grid/426

## HEDI CRITERIA

The District criteria for scoring Student Learning Objectives/Local Measures are as follows:

<b>Highly Effective</b> <i>18 – 20 points</i>	<b>Effective</b> <i>9 – 17 points</i>	<b>Developing</b> <i>3 – 8 points</i>	<b>Ineffective</b> <i>0 – 2 points</i>
85% of the students achieve or exceed the target determined in the Student Learning Objective.	75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.	60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 60% of the students achieve or exceed the target determined in the Student Learning Objective.
<b><i>The points within each category are distributed as follows:</i></b>			
18 points: 85% - 89% 19 points: 90% - 94% 20 points: 95% - 100%	9 points: 75% 10 points: 76% 11 points: 77% 12 points: 78% 13 points: 79% 14 points: 80% 15 points: 81% 16 points: 82% 17 points: 83% - 84%	3 points: 60% - 61% 4 points: 62% - 63% 5 points: 64% - 66% 6 points: 67% - 69% 7 points: 70% - 72% 8 points: 73% - 74%	0 points: 0% - 49% 1 point: 50% - 54% 2 points: 55% - 59%

The total HEDI Rating Categories shall be as follows:

<u>HEDI Rating Categories</u>			
<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
0 to 49 Raw score = Scaled score	50=50 51-52=51 53-54=52 55-56=53 57-58=54 59-60=55 61-62=56	63-78=57 79-93=58	94-109=59 110-124=60

## **PRINCIPAL IMPROVEMENT PLAN (PIP):**

The Ossining School District plan incorporates the mandate for a "Principal Improvement Plan" (PIP) for principals who have not met the standards for effectiveness as specified by New York State. As a result, any principal who receives a final composite effectiveness rating of "developing" or "ineffective" point range on the 100 point performance review scale will be placed on a PIP. (Section 100.2(o)(b)(4) Regulations of the Commissioner of Education) PIPs are to be developed in collaboration with the principal, and the evaluating administrator(s). The President of the OASS shall be notified that a staff member will be placed on PIP.

The purpose of a Principal Improvement Plan (PIP) is to address specific area(s) of the evaluation that were rated as "developing" or "ineffective" and/or a principal whose performance, which has been identified as "developing" or "ineffective" at any time during the school year. If at anytime during the school year a supervisor believes improvement or support is needed before the final State effectiveness score has been received, a variety of strategies for improvement will take place.

Any principal, tenured or non-tenured, shall require a PIP when the principal's performance is evaluated as "developing" or "ineffective".

A written PIP developed as specified above shall contain:

- Identify areas of improvement/domain components
- Goals and objectives
- Strategies to attain goals and objectives
- Timeline for progress
- Anticipated outcomes
- Evidence of outcomes
- Progress monitoring meetings (*See Appendix*)

It is the supervisor's responsibility to provide the corresponding professional development and resources to support the principal's identified areas of improvement/domain components.

Copies of the PIP signed by the principal and supervisor will be supplied to the principal and to the district personnel office.

If the principal's final composite score reflects the need for the principal to be placed on PIP, the District shall immediately notify the individual. The PIP will be completed and implemented no later than 10 days from the opening of classes in the school year following the school year for which such principal's performance is being measured.

## **CONFIDENTIALITY:**

The *Principal's Improvement Plan* process noted above, as it relates to specific individuals, will be confidential. Both the principal and the evaluator must earnestly commit themselves to a cooperative improvement process with the goal of professional growth.

OSSINING UNION FREE SCHOOL DISTRICT  
*Office of the Deputy Superintendent*

**PRINCIPAL'S IMPROVEMENT PLAN**

Identify Areas of Improvement/ Domain Components	Goals and Objectives	Strategies to Attain Goals and Objectives	Timeline For Progress	Anticipated Outcomes	Evidence of Outcomes

Supervisor's Signature \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

A copy of this improvement plan has been reviewed with this Principal. My signature means I have been advised of my performance and does not necessarily imply that I agree or disagree with this improvement 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:

*Phyllis Glassman* 10 December 2012

Teachers Union President Signature:      Date:

*Mr. G. A. J.* 12/10/12

Administrative Union President Signature:      Date:

*Reginald* 12/10/12

Board of Education President Signature:      Date:

*[Signature]* 12-10-12