



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

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

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November 4, 2014

Revised-Expedited Assessment Material Change

Edward Kliszus, Superintendent
Port Chester-Rye Union Free School District
113 Bowman Ave.
Port Chester, NY 10573

Dear Superintendent Kliszus:

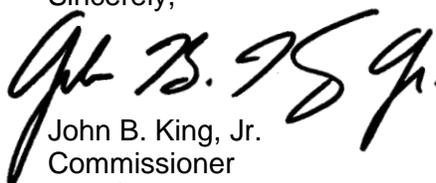
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Harold Coles

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on December 4, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

Name of school district or BOCES: Port Chester-Rye UFSD

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input type="checkbox"/> Grade 4 ELA Assignment of Points	<input type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input type="checkbox"/> Grade 6 ELA Assignment of Points	<input type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input type="checkbox"/> Grade 4 Math Assignment of Points	<input type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input type="checkbox"/> Grade 6 Math Assignment of Points	<input type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR Plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR Plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

 10/28/14

Teachers Union President Signature: Date:

 10/28/14

Administrative Union President Signature: Date:

 10/28/14

Board of Education President Signature: Date:

 10/28/14

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date: 12/28/14

A rectangular box containing a handwritten signature in black ink. The signature is stylized and appears to be the name of the Superintendent, District Superintendent, or Chancellor.

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, September 26, 2014

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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 661904030000

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

661904030000

1.2) School District Name: PORT CHESTER-RYE UFSD

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

PORT CHESTER-RYE UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created Tuesday, April 30, 2013

Updated Tuesday, October 21, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	DIBELS Next
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	DIBELS Next
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	DIBELS Next

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored where applicable. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed

growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	SWBOCES Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	SWBOCES Developed Grade K Math Assessment
2	District, regional, or BOCES-developed assessment	SWBOCES Developed Grade K Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.4) Grades 6-8 Science

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

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment
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6	District, regional or BOCES-developed assessment	SWBOCES developed Grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	SWBOCES developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	SWBOCES developed Grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Port Chester-Rye USFD developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
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evaluation).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Port Chester-Rye USFD developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Port Chester-Rye USFD developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Grade 11 English Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
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Physical Education K-12	District, Regional or BOCES-developed	Port Chester-Rye USFD/Regional developed Grades K-12 Physical Education assessment
Health Education 7-12	District, Regional or BOCES-developed	Port Chester-Rye USFD/Regional developed Grades 7-12 Health Education assessment
Special Class 6-8	District, Regional or BOCES-developed	Port Chester-Rye USFD developed Special Education Grades 6-8 Alternate Indicator Assessment
Special Class K-5	District, Regional or BOCES-developed	Port Chester-Rye USFD developed Special Education Grades K-5 Alternate Indicator Assessment
Art 6-8	District, Regional or BOCES-developed	Port Chester-Rye USFD developed Art Education Grades 6-8 Assessment
Family and Consumer Science 7-8	District, Regional or BOCES-developed	Port Chester-Rye USFD developed FACS Education Grades 7-8 Assessment
Technology 7-8	District, Regional or BOCES-developed	Port Chester-Rye USFD developed Technology Education Grades 7-8 Assessmen

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO process was developed district wide and differentiated by grade level and content area. Regional/school developed SLO pre-assessments were administered and scored. District wide templates were constructed and are in use for each grade level and applicable content area. Templates are customized for each individual course baseline and growth target. Baselines for each course were established. Each principal in collaboration with individual teachers developed growth targets for each course. Please see the attached Expectations HEDI criteria and Points Assignment Chart (20% growth measure APPR Teacher evaluation).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order to attain a Highly Effective rating, at least 90% of students in the course must meet or exceed the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	In order to attain an Effective rating, 80-89% of students in the course must meet the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	In order to attain a Developing rating, 50-79% of students in the course must meet the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order to incur an Ineffective rating, fewer than 50% of students in the course will meet the SLO.

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

assets/survey-uploads/5364/129853-avH4IQNZMh/Form 2.10 All Other Courses 9.27.2012.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.

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, September 26, 2014

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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 4 ELA
5	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 5 ELA
6	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 6 ELA
7	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 7 ELA
8	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 8 ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales for grades 4-5 and grades 6-8. HEDI ratings are achieved based on the percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP ELA assessments maintain or improve their standing in level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 14-15 points, 51-100% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA

assessment.

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

To achieve a Effective rating and earn between 8-13 points, 33-50% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.

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

To achieve a Developing rating and earn between 3-7 points, 18-32% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.

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

To incur an Ineffective rating and earn between 0-2 points, 0-17% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 4 Math
5	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 5 Math
6	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 6 Math
7	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 7 Math
8	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grade 8 Math

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 Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales for grades 4-5 and grades 6-8. HEDI ratings are achieved based on the percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP Math assessments maintain or improve their standing in level.

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

To achieve a Highly Effective rating and earn between 14-15 points, 51-100% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP Math assessment.

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

To achieve a Effective rating and earn between 8-13 points, 33-50% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP Math assessment.

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

To achieve a Developing rating and earn between 3-7 points, 18-32% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP Math assessment.

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

To incur an Ineffective rating and earn between 0-2 points, 0-17% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/182375-rhJdBgDruP/PCTA APPR Local HEDI Bands Only (15 Points) agreements 8.30.12.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYSTP Assessment Grade 3-5 ELA
1	6(ii) School-wide measure computed locally	NYSTP Assessment Grade 3-5 ELA
2	6(ii) School-wide measure computed locally	NYSTP Assessment Grade 3-5 ELA
3	6(ii) School-wide measure computed locally	NYSTP Assessment Grade 3-5 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.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades K-3. The agreement states that achievement will be rated based on the percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP grade 4 and 5 ELA assessments maintain or improve their standing in level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Effective rating and earn between 9-17 points, 19-51% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA assessment.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades K-3. The agreement states that achievement will be rated based on the percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP grade 4 and 5 Math assessments maintain or improve their standing in level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP Math assessment.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP Math assessment.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP Math assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP Math assessment.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grades 6-8 in ELA and Math
7	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grades 6-8 in ELA and Math
8	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grades 6-8 in ELA and Math

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades 6-8. The agreement states that achievement will be rated based on the percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP grades 6-8 ELA/Math assessments maintain or improve their standing in level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grades 6-8 in ELA and Math
7	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grades 6-8 in ELA and Math
8	6(i) School-wide measure based on State-provided measure	NYSTP Assessment Grades 6-8 in ELA and Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades 6-8. The agreement states that achievement will be rated based on the percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP grades 6-8 ELA/Math assessments maintain or improve their standing in level.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
Global 2	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
American History	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades 9-12. The agreement states that achievement will be rated based on the percentage of students that achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
Earth Science	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
Chemistry	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
Physics	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades 9-12. The agreement states that achievement will be rated based on the percentage of students that achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
Geometry	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
Algebra 2	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades 9-12. The agreement states that achievement will be rated based on the percentage of students that achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.

3.11) High School English Language Arts

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

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

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

Grade 10 ELA	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination
Grade 11 ELA	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades 9-12. The agreement states that achievement will be rated based on the percentage of students that achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses	6(ii) School wide measure computed locally	NYSTP Grade 11 English Regents Examination

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.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement targets for grades 9-12. The agreement states that achievement will be rated based on the percentage of students that achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	To achieve a Highly Effective rating and earn between 18-20 points, 52-100% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve an Effective rating and earn between 9-17 points, 19-51% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To achieve a Developing rating and earn between 3-8 points, 10-18% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To incur an Ineffective rating and earn between 0-2 points, 0-9% of students must achieve a grade of 65 or greater on the 2012-13 Grade 11 English Regents.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/182375-y92vNseFa4/Local 20 charts.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers in grades K-5 scores will be rated on the combined simple average of the NYSTP ELA and MA assessment scores for grades 3-5. Teachers in grades 6-8 scores will be rated on the combined simple average of the NYSTP ELA and MA assessment scores for grades 6-8. Teachers in grades 9-12 scores will be rated on the NYSTP Grade 11 ELA regents assessment.

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
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
---------------------------------------	---

Second Rubric, if applicable	Not Applicable
------------------------------	----------------

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales. Using the Danielson Framework for Teaching 2011 revised rubric, a percentage for each domain will be assigned. Domain 1 carries 30% of the total, Domain 2 carries 26%, Domain 3 carries 26%, and Domain 4 carries 18%.

A High Effective rating is equivalent to a 4. An Effective rating is a 3, Developing a 2, and Ineffective a 1.

Domain ratings are converted to overall rubric scores as follows:

In the negotiated HEDI bands the Highly Effective rating range of 3.3-4.0 converts to 59-60.

In the negotiated HEDI bands the Effective rating range of 2.5-3.2 converts to 57-58.

In the negotiated HEDI bands the Developing rating range of 1.5-2.4 converts to 50-56.

In the negotiated HEDI bands the Ineffective rating range of 0.0-1.4 converts to 0-49.

Decimals will convert to whole numbers for a composite score. Rounding rules will apply to determine a final number rating.

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

assets/survey-uploads/5091/182380-eka9yMJ855/Conversion Flow Chart 9.27.2012.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	In the negotiated HEDI bands the Highly Effective rating range is equal to 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	In the negotiated HEDI bands the Effective rating range is equal to 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	In the negotiated HEDI bands the Developing rating range is equal to 50-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	In the negotiated HEDI bands the Ineffective rating range is equal to 0-49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
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?

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/182509-Df0w3Xx5v6/Teacher Improvement Plan Form.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeals Process:

A. Any teacher who receives an ineffective rating on their annual composite APPR or a tenured teacher who receives a developing rating on his/her 60 point measure shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the now incumbent Assistant Superintendent for Grants and

Personnel, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

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

C. An appeal of an APPR evaluation or a TIP must be commenced within twelve school days in the case of a tenured teacher and twenty calendar days in the case of a probationary teacher of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within fourteen school days of the receipt of the appeal. If the Superintendent or designee upholds the evaluation, then the teacher shall be entitled to a meeting with the Superintendent and Union representative within 14 school days. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. If the decision is not made within this time frame, the appeal shall be deemed sustained, unless the time limits specified have been extended by mutual agreement, but overall not to exceed 60 school days.

E. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, if the Board find probable cause to convene Section 3020-a disciplinary proceedings based upon those evaluation ratings a further appeal shall lie with an arbitrator selected on a rotating basis from the mutually agreed upon list, based on order and reasonable timeframe of availability, who shall make a final and binding decision upon the appeal of the APPR evaluation and the TIP in a timely and expeditious manner, within 35 calendar days. The documentation to be furnished to the arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. If the arbitrator upholds the evaluation and the TIP then he/she shall be appointed to be the Section 3020-a hearing officer in the matter. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal before the arbitrator or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law. In the event that the State Education Department will not appoint the arbitrator as the described above, then the matter will be determined as a contractual "for cause" disciplinary arbitration by said arbitrator with the District bearing the cost for the "for cause" disciplinary arbitration. Regarding the evaluation and TIP, the District and the Association share the cost equally.

2. In order to take advantage of the procedure outlined in E(1) above, the tenured teacher must consent, following consultation with an Association representative, to the use of an arbitrator from the arbitration panel set forth in paragraph E(1) above, when notified of the District's intent to have a probable cause determination under under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

F. The provisions set forth above shall neither be construed to alter or affect the rights of probationary teachers pursuant to § 3031 of the New York State Education Law.

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

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

All Lead Evaluators/Evaluators will be retrained and recertified annually or more often as defined by the SWBOCES Network Team. The SWBOCES Network Team will administer recertification sessions and issue appropriate certificates that qualify each evaluator/lead evaluator.

The duration and description of Lead Evaluator/Evaluator training is cited as follows for 2012-13:

New York Teaching Standards and Evidence Based Observation (Formerly Module I)

Two day workshop Nov. 30, 2012 and Dec. 10, 2012

Two day foundational course focusing on the New York Teaching Standards

and evidence based observation. Participants navigate the New York Teaching Standards and crosswalk to the NYS approved rubrics.

Best practices in evaluation and observation are explored with opportunities to define and practice evidence based observation.

Creating Continuous Improvement Cycles (Formerly Module II) One Half day session

Dec. 5, 2012 12:30 pm – 3:30 pm

Focus on continuous improvement cycles through the use of rubrics and

professional growth training. Participants examine social capital and human capital as they look to create a balance between teacher skill and systems that encourage professional growth and collaboration. Continued focus on evidence based observation.

Creating a Framework for Developing Effective Student Learning Objectives (Formerly Module III)

One day workshop, Jan. 15, 2013

Districts examine how they define success as they create a framework for developing Student Learning Objectives with their teachers.

Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Dates: TBD

This one and a half hour workshop focuses on specific considerations in evaluating teachers and principals of ELLs and students with disabilities.

Inter-reliability is assured through ongoing training that is consistently delivered. Training delivery is by the same SWBOCES network team at the same workshop sessions. Model observations and evaluations, and calibration are included in the training. The district sponsors monthly meetings to ensure that observations and evaluations are being administered consistently throughout the district. The same form and procedures are used for every teacher observation and evaluation. The form is directly aligned to the rubric.

The Lead evaluator /evaluator recertification module will be available in January 2013, including modules for evaluators for Special Education and ELL. At least a half day session of training for each evaluator/lead evaluator will be provided for re-certification. All district evaluators/lead evaluators will participate.

About the Trainers and the Training Program for evaluators/lead evaluators:

The Southern Westchester BOCES Network team members have attended all NYSED

turnkey training sessions and crafted a plan based directly on that training to help districts

meet the nine components required as part of the district certification process. The Southern Westchester BOCES Network team ensures that evaluators maintain inter-rater reliability.

Trainees receive a certificate of completion following each module that districts may choose to use as evidence in their certification and recertification processes. Sessions listed below reflect turnkey opportunities based on NYSED training that took place during the 2011-2012 school year.

Principal Evaluator Training - This training is for those administrators who observe principals.

Lead Evaluator Training - This training is for those administrators who observe teachers.

Training Components

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubric
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with Disabilities.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

Created Tuesday, April 30, 2013

Updated Friday, September 26, 2014

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
n/a		n/a

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	n/a
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	n/a
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	n/a

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

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
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7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked
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8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
k-5	(a) achievement on State assessments	NYSTP for ELA and Math Grades 4-5
6-8	(a) achievement on State assessments	NYSTP for ELA and Math Grades 6-8
9-12	(g) % achieving specific level on Regents or alternatives	NYSTP ELA Regents Grade 11

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales for grades K-5, 6-8, and 9-12. HEDI ratings are achieved based on the percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP ELA/Math assessments maintain or improve their standing in level for grades K-5, 6-8. Math and ELA assessment scores will be compiled using a simple average for K-5 and 6-8. For grades 9-12, the local 15 points achievement rating is based upon the grade 11 English Regents' examination.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales for grades K-5, 6-8 and 9-12. For grades K-5 and 6-8, to achieve a Highly Effective rating and earn between 14-15 points 51-100% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment. Math and ELA assessment scores will be compiled using a simple

average. For grades 9-12, to achieve a Highly Effective rating and earn between 14-15 points, 51-100% of students must achieve the target attainment grade of 65 or greater on the grade 11 English Regents.

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

The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales for grades K-5, 6-8 and 9-12. For grades K-5 and 6-8, to achieve an Effective rating and earn between 8-13 points, 33-50% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment. Math and ELA assessment scores will be compiled using a simple average. For grades 9-12, to achieve an Effective rating and earn between 8-13 points, 33-50% of students must achieve the target attainment grade of 65 or greater on the grade 11 English Regents.

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

The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales for grades K-5, 6-8 and 9-12. For grades K-5 and 6-8, to achieve a Developing rating and earn between 3-7 points, 18-32% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment. Math and ELA assessment scores will be compiled using a simple average. For grades 9-12, to achieve a Developing rating and earn between 3-7 points, 18-32% of students in grades 9-12 must achieve the target attainment grade of 65 or greater on the grade 11 English Regents.

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

The Port Chester-Rye UFSD through collective bargaining has adopted expectations for achievement and prescribed attainment targets that fall into HEDI rating scales for grades K-5, 6-8 and 9-12. For grades K-5 and 6-8, to incur an Ineffective rating and earn between 0-2 points, 0-17% of students in levels 2, 3 and 4 must maintain or improve their standing in level on the 2013 NYSTP ELA/Math assessment. Math and ELA assessment scores will be compiled using a simple average. For grades 9-12, to incur an Ineffective rating and earn between 0-2 points, 0-17% of students must achieve the target attainment grade of 65 or greater on the grade 11 English Regents.

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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration,

select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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
n/a		

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(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.

Math and ELA assessment scores will be compiled using a simple average.

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
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, September 26, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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.

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT, hereinafter referred to as "The District" and THE PORT CHESTER SCHOOL ADMINISTRATORS AND SUPERVISORS ASSOCIATION hereinafter referred to as "the Association" or "PCSASA";

WHEREAS, the District and the Association have entered into negotiations and mutually selected the Multidimensional Principal Performance Rubric ("MPPR") to inform the Local 60% of the composite score as part of the evaluation initiative for the 2011-12 and 2012-13 school years in consideration of the implementation of New York State Education Law §3012-c regarding annual professional performance reviews of building principals; and

WHEREAS, the parties further agree to the following Local 60 Points allocation, computation methodology for the 2011-12 and 2012-13 school years:

- A. The Local 60 Points shall be delineated as set forth in Appendix "A" attached hereto.
- B. The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:
 1. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.
 2. An "Effective" rating shall receive 96% of the total point value for the sub-domain.
 3. A "Developing" rating shall receive 82.5 % of the total point value for the sub-domain.
 4. An "Ineffective" rating shall receive no points.

An example of a sample computation pursuant to this methodology is annexed hereto as Appendix "B".

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a building principal subject to Education Law Section 3012-c who receives an "effective" on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).

The parties further agree that Local 60 Points HEDI bands shall fall within the following ranges for the 2011-12 and 2012-13 school years:

- Rating Point Range
- Highly Effective 59-60
- Effective 55-58
- Developing 46-54
- Ineffective 0-45

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

The above-referenced agreements shall be incorporated into the District's 2011-12, 2012-13 and 2013-14 APPR Plan Documents for building principals covered under Education Law Section 3012-c.

SO AGREED, this ____ of September, 2012.

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/5143/183565-pMADJ4gk6R/Multidimensional Principal Performance Rubric (Appendix A) Only 8.2.12.doc

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.	See 9.7 Narrative and attached Multidimensional Principal Performance Rubric (Appendix A) Only 8.2.12
Effective: Overall performance and results meet standards.	See 9.7 Narrative and attached Multidimensional Principal Performance Rubric (Appendix A) Only 8.2.12
Developing: Overall performance and results need improvement in order to meet standards.	See 9.7 Narrative and attached Multidimensional Principal Performance Rubric (Appendix A) Only 8.2.12
Ineffective: Overall performance and results do not meet standards.	See 9.7 Narrative and attached Multidimensional Principal Performance Rubric (Appendix A) Only 8.2.12

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	46-54
Ineffective	0-45

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	55-58
Developing	46-54
Ineffective	0-45

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/183577-Df0w3Xx5v6/Principal Improvement Plan 9.27.12.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeals Process:

A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification. The evaluation of the principal

shall be done by duly trained and certified administrator(s) other than the Superintendent.

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

C. An appeal of an evaluation or a PIP must be commenced within fourteen days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent’s administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within two weeks of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal or it is not timely issued, a further appeal may be taken to the Superintendent of Schools within two weeks of receipt of the Superintendent’s designee’s decision upon the appeal or failure to issue a decision within that timeframe.

E. The Superintendent shall make his or her decision in writing regarding the further appeal within two weeks of receipt of that appeal. The decision of the Superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. If the decision is not made within that timeframe the appeal shall be deemed sustained.

F. 1. Notwithstanding the above, in the event that a principal has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan which shall be made in a timely and expeditious manner within 35 calendar days. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator’s review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision in a timely and expeditious manner. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.

2. In order to take advantage of the procedure outlined in F(1) above, the principal must consent to the use of the arbitration panel should the district proceed to find probable cause under section 3020-a of the education law. If the administrator is unwilling to do so, the second tier appeal shall be heard by the superintendent.

3. This agreement supersedes any previous APPR appeal procedures.

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

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

All Lead Evaluators/Evaluators will be retrained and recertified annually or more often as defined by the SWBOCES Network Team. The SWBOCES Network Team will administer recertification sessions and issue appropriate certificates that qualify each evaluator/lead evaluator.

The duration and description of Lead Evaluator/Evaluator training is cited as follows for 2012-13:

New York Teaching Standards and Evidence Based Observation (Formerly Module I)

Two day workshop Nov. 30, 2012 and Dec. 10, 2012

Two day foundational course focusing on the New York Teaching Standards and evidence based observation. Participants navigate the New York Teaching Standards and crosswalk to the NYS approved rubrics. Best practices in evaluation and observation are explored with opportunities to define and practice evidence based observation.

Creating Continuous Improvement Cycles (Formerly Module II) One Half day session
Dec. 5, 2012 12:30 pm – 3:30 pm

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

Creating a Framework for Developing Effective Student Learning Objectives (Formerly Module III)
One day workshop, Jan. 15, 2013

Districts examine how they define success as they create a framework for developing Student Learning Objectives with their teachers.

Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Dates: TBD

This one and a half hour workshop focuses on specific considerations in evaluating teachers and principals of ELLs and students with disabilities.

Inter-reliability is assured through ongoing training that is consistently delivered. Training delivery is by the same SWBOCES network team at the same workshop sessions. Model observations and evaluations, and calibration are included in the training. The district sponsors monthly meetings to ensure that observations and evaluations are being administered consistently throughout the district. The same form and procedures are used for every teacher observation and evaluation. The form is directly aligned to the rubric.

The Lead evaluator /evaluator recertification module will be available in January 2013, including modules for evaluators for Special Education and ELL. At least a half day session of training for each evaluator/lead evaluator will be provided for re-certification. All district evaluators/lead evaluators will participate.

About the Trainers and the Training Program for evaluators/lead evaluators:

The Southern Westchester BOCES Network team members have attended all NYSED turnkey training sessions and crafted a plan based directly on that training to help districts meet the nine components required as part of the district certification process. The Southern Westchester BOCES Network team ensures that evaluators maintain inter-rater reliability.

Trainees receive a certificate of completion following each module that districts may choose to use as evidence in their certification and recertification processes. Sessions listed below reflect turnkey opportunities based on NYSED training that took place during the 2011-2012 school year.

Principal Evaluator Training - This training is for those administrators who observe principals.

Lead Evaluator Training - This training is for those administrators who observe teachers.

Training Components

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubric
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with Disabilities.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

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12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/182914-3Uqgn5g9Iu/APPR district cert form signed 12.3.12.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.

Form 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
Studio In Art	District, Regional or BOCES-developed	SLO Studio In Art Assessment
Studio In Crafts 1	District, Regional or BOCES-developed	SLO Studio In Crafts 1 Assessment
Art History of the Western World: Renaissance to Modern Art	District, Regional or BOCES-developed	Art History of the Western World: Renaissance to Modern Art SLO Assessment
Studio In Digital Photography	District, Regional or BOCES-developed	Studio In Digital Photography SLO Assessment
Studio In Computer Art	District, Regional or BOCES-developed	Studio In Computer Art SLO Assessment
Advanced Studio In Computer Art	District, Regional or BOCES-developed	Advanced Studio In Computer Art SLO Assessment
Advanced Studio In Art	District, Regional or BOCES-developed	Advanced Studio In Art SLO Assessment
Studio In Drawing and Painting	District, Regional or BOCES-developed	Studio In Drawing and Painting SLO Assessment
Pre-Advanced Placement Drawing/2-D Portfolio	District, Regional or BOCES-developed	Pre-Advanced Placement Drawing/2-D Portfolio SLO Assessment
Advanced Placement Drawing Portfolio	District, Regional or BOCES-developed	Advanced Placement Drawing Portfolio SLO Assessment
Advanced Placement 2-D Portfolio	District, Regional or BOCES-developed	Advanced Placement 2-D Portfolio SLO Assessment
Color Guard & Winter Guard	District, Regional or BOCES-developed	Color Guard & Winter Guard SLO Assessment
Band	District, Regional or BOCES-developed	SLO Band Assessment

Concert Choir	District, Regional or BOCES-developed	Concert Choir	SLO Assessment
Music Theory 1	District, Regional or BOCES-developed	Music Theory 1	SLO Assessment
Music Theory 2	District, Regional or BOCES-developed	Music Theory 2	SLO Assessment
Survey of Music: From Broadway to Rock	District, Regional or BOCES-developed	Survey of Music: From Broadway to Rock	SLO Assessment
Music Production	District, Regional or BOCES-developed	Music Production	SLO Assessment
Harmony	District, Regional or BOCES-developed	Harmony	SLO Assessment
Advanced Placement Music Theory	District, Regional or BOCES-developed	Advanced Placement Music Theory	SLO Assessment
English 9	District, Regional or BOCES-developed	English 9	SLO Assessment
English 9 Writing Workshop	District, Regional or BOCES-developed	English 9 Writing Workshop	SLO Assessment
English 9 - Intensive	District, Regional or BOCES-developed	English 9 - Intensive	SLO Assessment
English 9 - Honors	District, Regional or BOCES-developed	English 9 - Honors	SLO Assessment
Reading Intervention 1.0	District, Regional or BOCES-developed	Reading Intervention 1.0	SLO Assessment
Reading Intervention 0.5	District, Regional or BOCES-developed	Reading Intervention 0.5	SLO Assessment
English 10	District, Regional or BOCES-developed	English 10	SLO Assessment
English 10 - Intensive	District, Regional or BOCES-developed	English 10 - Intensive	SLO Assessment
English 10 - Honors	District, Regional or BOCES-developed	English 10 - Honors	SLO Assessment
Advanced Placement English Language	District, Regional or BOCES-developed	Advanced Placement English Language	SLO Assessment
English 12	District, Regional or BOCES-developed	English 12	SLO Assessment
Syracuse University Project Advanced - SUPA English	District, Regional or BOCES-developed	Syracuse University Project Advanced - SUPA English	SLO Assessment
Creative Writing	District, Regional or BOCES-developed	Creative Writing	SLO

		Assessment
Shakespeare 1	District, Regional or BOCES-developed	Shakespeare 1 SLO Assessment
Shakespeare 2	District, Regional or BOCES-developed	Shakespeare 2 SLO Assessment
Science Fiction	District, Regional or BOCES-developed	Science Fiction SLO Assessment
Television Production	District, Regional or BOCES-developed	Television Production SLO Assessment
Advanced Television Production	District, Regional or BOCES-developed	Advanced Television Production SLO Assessment
SAT/ACT English Prep	District, Regional or BOCES-developed	SAT/ACT English Prep SLO Assessment
ESL Beginner 1 Grammar	District, Regional or BOCES-developed	ESL Beginner 1 Grammar SLO Assessment
ESL Beginner 2 Literature and Exposition	District, Regional or BOCES-developed	ESL Beginner 2 Literature and Exposition SLO Assessment
ESL Beginner 2 Grammar	District, Regional or BOCES-developed	ESL Beginner 2 Grammar SLO Assessment
ESL - Intensive	District, Regional or BOCES-developed	ESL - Intensive SLO Assessment
ESL Intermediate 1	District, Regional or BOCES-developed	ESL Intermediate 1 SLO Assessment
ESL Intermediate 2	District, Regional or BOCES-developed	ESL Intermediate 2 SLO Assessment
ESL Advanced	District, Regional or BOCES-developed	ESL Advanced SLO Assessment
ESL Advanced - Regents	District, Regional or BOCES-developed	ESL Advanced - Regents SLO Assessment
ESL Computer Lab	District, Regional or BOCES-developed	ESL Computer Lab SLO Assessment
Spanish Pre-GED/GED	District, Regional or BOCES-developed	Spanish Pre-GED/GED SLO Assessment
Credit Recovery	District, Regional or BOCES-developed	Credit Recovery SLO Assessment
Health	District, Regional or BOCES-developed	Health SLO Assessment
Physical Education	District, Regional or BOCES-developed	Physical Education SLO Assessment

Physical Education: Personal Fitness	District, Regional or BOCES-developed	Physical Education: Personal Fitness	SLO Assessment
Physical Education: Team and Individual Sports	District, Regional or BOCES-developed	Physical Education: Team and Individual Sports	SLO Assessment
Adaptive Physical Education	District, Regional or BOCES-developed	Adaptive Physical Education	SLO Assessment
French 1	District, Regional or BOCES-developed	French 1	SLO Assessment
French 2	District, Regional or BOCES-developed	French 2	SLO Assessment
French 3	District, Regional or BOCES-developed	French 3	SLO Assessment
French 4	District, Regional or BOCES-developed	French 4	SLO Assessment
Italian 1	District, Regional or BOCES-developed	Italian 1	SLO Assessment
Italian 2	District, Regional or BOCES-developed	Italian 2	SLO Assessment
Italian 3	District, Regional or BOCES-developed	Italian 3	SLO Assessment
Pre-A.P. Italian	District, Regional or BOCES-developed	Pre-A.P. Italian	SLO Assessment
Advanced Placement Italian Language and Culture	District, Regional or BOCES-developed	Advanced Placement Italian Language and Culture	SLO Assessment
Spanish 1	District, Regional or BOCES-developed	Spanish 1	SLO Assessment
Spanish 2	District, Regional or BOCES-developed	Spanish 2	SLO Assessment
Spanish 3	District, Regional or BOCES-developed	Spanish 3	SLO Assessment
Spanish 4	District, Regional or BOCES-developed	Spanish 4	SLO Assessment
Spanish 5	District, Regional or BOCES-developed	Spanish 5	SLO Assessment
Spanish 2 For Heritage Speakers	District, Regional or BOCES-developed	Spanish 2 For Heritage Speakers	SLO Assessment
Spanish 3 For Heritage Speakers	District, Regional or BOCES-developed	Spanish 3 For Heritage Speakers	SLO Assessment

Pre - A.P. Spanish Language	District, Regional or BOCES-developed	Pre - A.P. Spanish Language	SLO Assessment
Advanced Placement Spanish Language	District, Regional or BOCES-developed	Advanced Placement Spanish Language	SLO Assessment
Fundamentals of Spanish Native Language Arts	District, Regional or BOCES-developed	Fundamentals of Spanish Native Language Arts	SLO Assessment
Spanish 1 Native Language Arts	District, Regional or BOCES-developed	Spanish 1 Native Language Arts	SLO Assessment
Spanish 2 Native Language Arts	District, Regional or BOCES-developed	Spanish 2 Native Language Arts	SLO Assessment
Spanish 3 Native Language Arts	District, Regional or BOCES-developed	Spanish 3 Native Language Arts	SLO Assessment
Spanish 4 Native Language Arts	District, Regional or BOCES-developed	Spanish 4 Native Language Arts	SLO Assessment
Advanced Placement Spanish Literature	District, Regional or BOCES-developed	Advanced Placement Spanish Literature	SLO Assessment
Math Lab 0.5	District, Regional or BOCES-developed	Math Lab 0.5	SLO Assessment
Bilingual Algebra - Part 1	District, Regional or BOCES-developed	Bilingual Algebra - Part 1	SLO Assessment
Algebra Academic Intervention Support	District, Regional or BOCES-developed	Algebra Academic Intervention Support	SLO Assessment
Bilingual Pre-Algebra	District, Regional or BOCES-developed	Bilingual Pre-Algebra	SLO Assessment
Applications In Geometry	District, Regional or BOCES-developed	Applications In Geometry	SLO Assessment
Pre-Calculus Honors	District, Regional or BOCES-developed	Pre-Calculus Honors	SLO Assessment
Advanced Algebra	District, Regional or BOCES-developed	Advanced Algebra	SLO Assessment
Pre-Calculus (ACE Pre-Calculus)	District, Regional or BOCES-developed	Pre-Calculus (ACE Pre-Calculus)	SLO Assessment
Syracuse University Project Advanced - SUPA Statistics	District, Regional or BOCES-developed	Syracuse University Project Advanced - SUPA Statistics	SLO Assessment
Advanced Placement Calculus AB	District, Regional or BOCES-developed	Advanced Placement Calculus AB	SLO Assessment
Contemporary Mathematics	District, Regional or BOCES-developed	Contemporary Mathematics	SLO Assessment

Trigonometry	District, Regional or BOCES-developed	Trigonometry	SLO Assessment
Probability And Statistics	District, Regional or BOCES-developed	Probability And Statistics	SLO Assessment
SAT/ACT Math Prep	District, Regional or BOCES-developed	SAT/ACT Math Prep	SLO Assessment
Bilingual Environmental Science	District, Regional or BOCES-developed	Bilingual Environmental Science	SLO Assessment
Experiments In Science	District, Regional or BOCES-developed	Experiments In Science	SLO Assessment
Practical Chemistry	District, Regional or BOCES-developed	Practical Chemistry	SLO Assessment
Physical Science	District, Regional or BOCES-developed	Physical Science	SLO Assessment
Forensic Science	District, Regional or BOCES-developed	Forensic Science	SLO Assessment
Human Biology	District, Regional or BOCES-developed	Human Biology	SLO Assessment
Marine Science	District, Regional or BOCES-developed	Marine Science	SLO Assessment
ESL Environmental Issues	District, Regional or BOCES-developed	ESL Environmental Issues	SLO Assessment
Advanced Placement Chemistry	District, Regional or BOCES-developed	Advanced Placement Chemistry	SLO Assessment
Advanced Placement Environmental Science	District, Regional or BOCES-developed	Advanced Placement Environmental Science	SLO Assessment
Planetary Geosciences	District, Regional or BOCES-developed	Planetary Geosciences	SLO Assessment
Global History 1	District, Regional or BOCES-developed	Global History 1	SLO Assessment
Global History 1 - Honors	District, Regional or BOCES-developed	Global History 1 - Honors	SLO Assessment
Bilingual Global History 1	District, Regional or BOCES-developed	Bilingual Global History 1	SLO Assessment
ESL Global History 1	District, Regional or BOCES-developed	ESL Global History 1	SLO Assessment
Bilingual Introduction To Global History and Geography	District, Regional or BOCES-developed	Bilingual Introduction To Global History and Geography	SLO Assessment

Global History 2 Lab 0.5	District, Regional or BOCES-developed	Global History 2 Lab 0.5	SLO Assessment
Micro- and Macroeconomics	District, Regional or BOCES-developed	Micro- and Macroeconomics	SLO Assessment
Principles of Economics	District, Regional or BOCES-developed	Principles of Economics	SLO Assessment
Bilingual Economics	District, Regional or BOCES-developed	Bilingual Economics	SLO Assessment
Advanced Placement United States Government and Politics	District, Regional or BOCES-developed	Advanced Placement United States Government and Politics	SLO Assessment
Criminal and Constitutional Law	District, Regional or BOCES-developed	Criminal and Constitutional Law	SLO Assessment
Environmental Studies	District, Regional or BOCES-developed	Environmental Studies	SLO Assessment
Psychology	District, Regional or BOCES-developed	Psychology	SLO Assessment
History of New York City	District, Regional or BOCES-developed	History of New York City	SLO Assessment
ESL American Government	District, Regional or BOCES-developed	ESL American Government	SLO Assessment
Entrepreneurship	District, Regional or BOCES-developed	Entrepreneurship	SLO Assessment
English 9 (Special Education)	District, Regional or BOCES-developed	English 9 (Special Education)	SLO Assessment
Global History 1(Special Education)	District, Regional or BOCES-developed	Global History 1(Special Education)	SLO Assessment
Algebra Part 1 (Special Education)	District, Regional or BOCES-developed	Algebra Part 1 (Special Education)	SLO Assessment
Integrated Science 1(Special Education)	District, Regional or BOCES-developed	Integrated Science 1(Special Education)	SLO Assessment
English 10 (Special Education)	District, Regional or BOCES-developed	English 10 (Special Education)	SLO Assessment
ENGLISH 12 (Special Education)	District, Regional or BOCES-developed	ENGLISH 12 (Special Education)	SLO Assessment
Economics (Special Education)	District, Regional or BOCES-developed	Economics (Special Education)	SLO Assessment

Civics and Government (Special Education)	District, Regional or BOCES-developed	Civics and Government (Special Education)	SLO Assessment
Business Math (Special Education)	District, Regional or BOCES-developed	Business Math (Special Education)	SLO Assessment
Integrated Science 2 (Special Education)	District, Regional or BOCES-developed	Integrated Science 2 (Special Education)	SLO Assessment
Study Skills (Special Education)	District, Regional or BOCES-developed	Study Skills (Special Education)	SLO Assessment

Highly Effective 18-20 points	Effective 9-17	Developing 3-8	Ineffective 0-2
<p>The work of the teacher results in <u>exceptional student academic growth</u> beyond expectations during the school year.</p> <p>90% of students met or exceeded the Student Learning Objective.</p>	<p>The work of the teacher results in acceptable, measurable, and appropriate student academic growth.</p> <p>80% of students met or exceeded the Student Learning Objective.</p>	<p>The work of the teacher results in student academic growth that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</p> <p>50-79% of students met or exceeded the Student Learning Objective.</p>	<p>The work of the teacher does not result in acceptable student academic growth.</p> <p>Fewer than 50% of students met or exceed the Student Learning Objective.</p>

HEDI Scoring																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1
100	99-95	94-90	89-88	87	86	85	84	83	82	81	80	79-75	74-70	69-65	64-60	59-55	54-50	49-25	24-1	0

PORT CHESTER-RYE UFSD
 (Agreed upon by District and the PCTA on 7/30/12,
 to sunset at the conclusion of the 2012-13 school year)

Local 20 pts Achievement on ELA and Mathematics Elementary Schools
District-wide Grades K-5 for the 2012-13 school year

Attainment Target: Percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP ELA and Math assessments maintain or improve their standing in level.

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	52-100%		19-51%		10-18%		0-9%	
Target attainment	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	60-100%	17	46-51%	8	17-18%	2	9%
	19	58-59	16	43-45	7	15-16	1	8
	18	52-57	15	40-42	6	13-14	0	0-7
			14	37-39	5	12		
			13	33-36	4	11		
			12	28-32	3	10		
			11	24-27				
			10	21-23				
		9	19-20					

PORT CHESTER-RYE UFSD
 (Agreed upon by District and the PCTA on 7/30/12,
 to sunset at the conclusion of the 2012-13 school year)

Local 20 pts Achievement on ELA and Mathematics Elementary Schools
District-wide Grades 6-8 for the 2012-13 school year

Attainment Target: Percentage of students in levels 2, 3 and 4 who on the average of the 2013 NYSTP ELA and Math assessments maintain or improve their standing in level.

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	52-100%		19-51%		10-18%		0-9%	
Target attainment	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	60-100%	17	46-51%	8	17-18%	2	9%
	19	58-59	16	43-45	7	15-16	1	8
	18	52-57	15	40-42	6	13-14	0	0-7
			14	37-39	5	12		
			13	33-36	4	11		
			12	28-32	3	10		
			11	24-27				
			10	21-23				
			9	19-20				

PORT CHESTER-RYE UFSD
 (Agreed upon by District and the PCTA on 7/30/12,
 to sunset at the conclusion of the 2012-13 school year)

Local 20 pts Achievement for all High School Teachers based upon the 11th Grade English Regents examination to be administered during the January/ June of the 2012-13 school year

[This provision shall sunset upon the conclusion of the 2012-13 school year.]

Percentage of students achieving the target attainment grade of 65 or greater on the 11th Grade English Regents.

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	52-100%		19-51%		10-18%		0-9%	
Target attainment	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	60-100%	17	46-51%	8	17-18%	2	9%
	19	58-59	16	43-45	7	15-16	1	8
	18	52-57	15	40-42	6	13-14	0	0-7
			14	37-39	5	12		
			13	33-36	4	11		
			12	28-32	3	10		
			11	24-27				
			10	21-23				
		9	19-20					

**Portchester-Rye UFSD
Annual Professional Performance Review
Teacher Improvement Plan**

Name:

Building:

Date:

Tenure Probationary Year _____

Areas for Improvement (Domains/Components)	Goals and Objectives	Strategies and Supports	Anticipated Outcomes	Completion Date

Teacher's Signature: _____ Date: _____

Administrator's Signature _____ Date: _____

Progress Monitoring Meetings

Dates	Summary	Next Steps

Upon final evaluation for the year, the following has been determined:

The goals and objectives have been successfully completed for this Teacher Improvement Plan; therefore this Teacher Improvement Plan will be discontinued for the _____ school year.

The goals and objectives have not been successfully completed for this Teacher Improvement Plan; therefore this Teacher Improvement Plan will continue for the _____ school year.

Teacher's Signature: _____ Date: _____

Administrator's Signature _____ Date: _____

APPENDIX “A”

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	7
a. Culture	3.5
b. Sustainability	3.5
Domain 2: School Culture & Instructional Program	22
a. Culture	4
b. Instructional Program	5
c. Capacity Building	5
d. Sustainability	4
e. Strategic Planning Process	4
Domain 3: Safe, Efficient, Effective Learning Environment	17
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	5
Domain 4: Community	7
a. Strategic Planning Process: Inquiry	3
b. Culture	1.5
c. Sustainability	2.5
Domain 5: Integrity, Fairness, Ethics	5
a. Sustainability	2.5
b. Culture	2.5
Domain 6: Political, Social, Economic, Legal & Cultural Context	2
a. Sustainability	1
b. Culture	1
TOTAL POINTS	60

APPENDIX “B”
Sample Points Calculation Spreadsheet

APPR - Principal Evaluation
Local 60 Points Calculation Spreadsheet
Port Chester-Rye School District: 2011-12 & 2012-13 School Years

	Entry by Administrator = H, E, D or I	=Points assigned	Total Possible Points = 100%
1a	E	3.36	3.50
1b	E	3.36	3.50
			Domain 1: 7 Points
2a	E	3.84	4.00
2b	E	4.80	5.00
2c	D	4.13	5.00
2d	H	4.00	4.00
2e	E	3.84	4.00
			Domain 2: 22 Points
3a	E	3.84	4.00
3b	E	3.84	4.00
3c	E	3.84	4.00
3d	D	4.13	5.00
			Domain 3: 17 Points
4a	E	2.88	3.00
4b	E	1.44	1.50
4c	D	2.06	2.50
			Domain 4: 7 Points
5a	E	2.40	2.50
5b	D	2.06	2.50
			Domain 5: 5 Points
6a	E	0.96	1.00
6b	E	0.96	1.00
Raw Score		55.74	Domain 6: 2 Points
Final Total		56.00	Total Possible Points = 60.00

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PORT CHESTER-RYE UNION FREE SCHOOL DISTRICT, hereinafter referred to as “The District” and **THE PORT CHESTER SCHOOL ADMINISTRATORS AND SUPERVISORS ASSOCIATION** hereinafter referred to as “the Association” or “PCSASA”;

WHEREAS, the parties have mutually agreed that the following Principal Improvement Plan (PIP) procedure and form shall be incorporated into the District’s APPR Plan Document for principals covered by Education Law § 3012-c and Part 30-2 Regents Rules;

Principal Improvement Plan

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

1. The area or areas in need of improvement, drawn from the evaluation criteria (set forth in the MPPR Rubric) of this APPR and identify specific recommendations for what the principal is expected to do to improve in the identified areas.
2. The length of a PIP for a probationary principal shall range between three (3) months and the end of the school year in duration, as determined by the District. The length of a PIP shall be not less than a semester in duration for a tenured principal, as determined by the District.
3. After the issuance of the PIP, the lead evaluator assigned to the building principal shall meet with the building principal at least once every four weeks to review his or her progress regarding the areas identified in the PIP. Within a week of each meeting and at the conclusion of the PIP the lead evaluator shall issue a written statement that reflects upon the quality of the artifacts shared by the principal in the areas in need of improvement and the observational information viewed by the lead evaluator in such areas, if applicable. Should the goals have been met prior to the end of the PIP period, the Superintendent may decide to terminate the PIP; a written acknowledgement to that effect shall be signed by the Superintendent of Schools.
4. The PIP shall identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
5. The PIP shall identify specific resources available to assist the principal to improve performance. Examples: colleagues, course, mentor, workshops, peer visits, materials, conferences, et al.

6. A statement of differentiated activities to support improvement that shall be developed on a collaborative basis with the principal, based upon the areas in the rubric that were deemed in need of support to enable an effective level of performance. The supports shall be reasonable in nature.

7. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable).

SO AGREED, this ____ day of September, 2012.

THE DISTRICT

THE PCSASA

By: _____
Superintendent of Schools

By: _____
Association President

PRINCIPAL IMPROVEMENT PLAN

(1) AREA(S) IN NEED OF IMPROVEMENT	(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4) MANNER OF ASSESSMENT OF IMPROVEMENT

Principal's Signature

Date

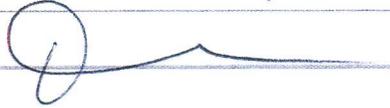
Administrator's Signature

Date

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

Signatures, dates

Superintendent Signature: Date: 12/3/12



Teachers Union President Signature: Date: 12/3/12



Administrative Union President Signature: Date: 12/3/12



Board of Education President Signature: Date: 12/3/12

