



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

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

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November 4, 2014

**Revised-Expedited Assessment Material Change**

Mary Jean Marsico, Superintendent  
Rockland BOCES  
65 Parrott Road  
West Nyack, NY 10994

Dear Superintendent Marsico:

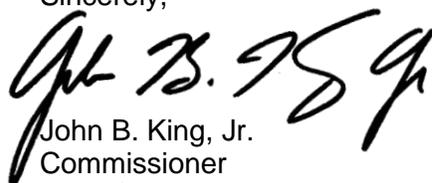
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are 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

## 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 17, 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.

**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:

*Mary Jean Moore*    10/16/14

Teachers Union President Signature:    Date:

*Deborah Kye*    10-16-2014

Administrative Union President Signature:    Date:

*Kathleen Ryan-Kwola*    10/16/14

Board of Education President Signature:    Date:

*Suh'jith*    10/20/14

**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:

A rectangular box containing a handwritten signature in cursive script. The signature appears to read "Mary Jane Allen" followed by a date "10/14/14".

# ROCKLAND BOCES

Name of school district or BOCES: \_\_\_\_\_

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

2.8) High School Math Regents Courses

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

2.9) High School English Language Arts

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

2.10) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" 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 checked="" type="checkbox"/> Grade 4 ELA Assessment	<input checked="" type="checkbox"/> Grade 5 ELA Assessment
<input checked="" type="checkbox"/> Grade 4 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 5 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 4 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 5 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 6 ELA Assessment	<input checked="" type="checkbox"/> Grade 7 ELA Assessment
<input checked="" type="checkbox"/> Grade 6 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 7 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 6 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 7 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 8 ELA Assessment	
<input checked="" type="checkbox"/> Grade 8 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input checked="" type="checkbox"/> Grade 4 Math Assessment	<input checked="" type="checkbox"/> Grade 5 Math Assessment
<input checked="" type="checkbox"/> Grade 4 Math HEDI Process	<input checked="" type="checkbox"/> Grade 5 Math HEDI Process
<input checked="" type="checkbox"/> Grade 4 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 5 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 6 Math Assessment	<input checked="" type="checkbox"/> Grade 7 Math Assessment
<input checked="" type="checkbox"/> Grade 6 Math HEDI Process	<input checked="" type="checkbox"/> Grade 7 Math HEDI Process
<input checked="" type="checkbox"/> Grade 6 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Math Assessment	
<input checked="" type="checkbox"/> Grade 8 Math HEDI Process	
<input checked="" 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 checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input checked="" type="checkbox"/> Grade 3 ELA Assessment
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

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

3.6) Grades 6-8 Science

<input checked="" type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input checked="" type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input checked="" type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Science Assessment	
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input checked="" 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 checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" 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 checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" 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 checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" 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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, July 03, 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 : 509000000000

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

509000000000

#### 1.2) School District Name: ROCKLAND BOCES

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

ROCKLAND BOCES

#### 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.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, October 10, 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA and 3rd Grade State Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA and 3rd Grade State Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA and 3rd Grade State Math Assessments

	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.

K-2 ELA teachers will utilize the percentage of students that meet the minimum rigor expectation for growth on the NY State 3rd Grade ELA and the NY State 3rd Grade Math assessments. 3rd Grade ELA teachers will utilize the percentage of students that meet the minimum rigor expectation for growth on the NY State 3rd Grade ELA assessment. Based on the percentage of students that meet the minimum rigor expectation for growth, teachers will be assigned 0-20 points within the HEDI rating

categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets. Using baseline data, teachers working collaboratively with their building administrator, will set student performance targets on the listed assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of highly effective when 85-100% of 3rd grade students who meet the minimum rigor expectation for growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of effective when 50-84% of 3rd grade students meet the minimum rigor expectation for growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of developing when 20-49% of 3rd grade students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of ineffective when 0-19% of 3rd grade students meet the minimum rigor expectation for growth.

### 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	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA and 3rd Grade State Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA and 3rd Grade State Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA and 3rd Grade State Math Assessments

	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.	K-2 Math teachers will utilize the percentage of students that meet the minimum rigor expectation for growth on the NY State 3rd Grade ELA and the NY State 3rd Grade Math assessments. 3rd Grade Math teachers will utilize the percentage of students that meet the minimum rigor expectation for growth on the NY State 3rd Grade Math assessment. Based on the percentage of students that meet the minimum rigor expectation for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the
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Chart titled: Distribution of Points for Student Growth and Student Achievement. Principals, in collaboration with teachers, will set appropriate growth targets. Where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets. Using baseline data, teachers working collaboratively with their building administrator, will set student performance targets on the listed assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of highly effective when 85-100% of 3rd grade students meet the minimum rigor expectation for growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of effective when 50-84% of 3rd grade students meet the minimum rigor expectation for growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of developing when 20-49% of 3rd grade students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of ineffective when 0-19% of 3rd grade students meet the minimum rigor expectation for growth.

## 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	School- or BOCES-wide, group or team results based on State assessments	Grades 4-8 ELA & Math State Assessments
7	School- or BOCES-wide, group or team results based on State assessments	Grades 4-8 ELA & Math State Assessments

	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.	<p>Using results from the students' prior year's NYS ELA &amp; Math Assessments, teachers working collaboratively with their building administrator will set individual student growth targets for performance on the current year's 4-8 ELA &amp; Math NYS Assessments.</p> <p>Using data results from Rockland BOCES developed preassessments, 8th grade science teachers working collaboratively with their building administrator will set individual student growth targets for their students for performance on the NY State 8th Grade Science Assessment.</p> <p>Based on the percentage of students that meet their established</p>
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growth targets teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.  
For grades 6 & 7, where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of highly effective when 85-100% of the students meet their individual growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of effective when 50-84% of the students meet their individual growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of developing when 20-49% of the students meet their individual growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of ineffective when 0-19% of the students meet their individual growth targets.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	Grades 4-8 ELA & Math State Assessments
7	School- or BOCES-wide, group or team results based on State assessments	Grades 4-8 ELA & Math State Assessments
8	School- or BOCES-wide, group or team results based on State assessments	Grades 4-8 ELA & Math State Assessments

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.	Using results from the students' prior year's NYS ELA & Math Assessments, teachers working collaboratively with their building administrator will set individual student growth targets for performance on the current year's 4-8 ELA & Math NYS Assessments.  Based on the percentage of students that meet their established growth targets teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85-100% of students meet their individual growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 50-84% of students meet their individual growth targets.

Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 20-49% of students meet their individual growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 0-19% of students meet their individual growth targets.

## 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	School-/BOCES-wide group/team results based on State assessments	All NYS Regents Assessments

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.

Global 2 Regents and American History Regents teachers will utilize the percentage of students that meet the rigor expectation for the minimum acceptable score on the Global 2 and American History Regents, respectively. For Global 1, both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. Also for Global 1, both the Integrated and Common Core Algebra Regents will be administered in the 2014-15 school year. Students taking the Integrated Algebra Regents are in a course aligned to the 2005 standards. Where students take both Algebra Regents, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2015-16 school year and thereafter, the BOCES will only administer the Common Core Algebra Regents. Global 1 teachers will utilize the percentage of students that meet the rigor expectation for the minimum acceptable score for all NYS Regents assessments combined. Based on the percentage of students that meet the minimum rigor expectation for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Principals, in collaboration with teachers, will set appropriate growth targets. Where school wide measures are indicated, HEDI points will be assigned based on % of

students meeting or exceeding growth targets. Using baseline data, teachers working collaboratively with their building administrator, will set student performance targets on the listed assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

## 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.	High School Science Regents teachers will utilize the percentage of students that meet the rigor expectation for the minimum acceptable score for their respective Regents assessment. Based on the percentage of students that meet the minimum rigor expectation for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets. Principals in collaboration with teachers will set appropriate growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

## 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.

High School Math Regents teachers will utilize the percentage of students that meet the rigor expectation for the minimum acceptable score for their respective Regents assessment. Both the Integrated and Common Core Algebra Regents will be administered in the 2014-15 school year. Students taking the Integrated Algebra Regents are in a course aligned to the 2005 standards. Where students take both Algebra Regents, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2015-16 school year and thereafter, the BOCES will only administer the Common Core Algebra Regents. Beginning in June 2015, the BOCES will administer both the Common Core Geometry Regents and the Geometry Regents aligned to the 2005 Learning Standards. Where students take both Geometry Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. Beginning in June 2016, only the Common Core Geometry Regents will be offered. Based on the percentage of students that meet the minimum rigor expectation for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets. Principals in collaboration with teachers will set appropriate growth targets.

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

Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.

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

Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.

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

Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.

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

Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

## 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	School-/BOCES-wide group/team results based on State assessments	All NYS Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	All NYS Regents Assessments
Grade 11 ELA	Regents assessment	Comprehensive and/or Common Core ELA 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.

Grade 11 ELA teachers will utilize the percentage of their students that meet the rigor expectation for the minimum acceptable score for the ELA Regents assessment. Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents.

Grade 9 & 10 ELA teachers will utilize the percentage of students that meet the rigor expectation for the minimum acceptable score for all NYS Regents assessments combined. In addition to the ELA Regents assessments listed above, both the Integrated and Common Core Algebra Regents will be administered in the 2014-15 school year. Students taking the Integrated Algebra Regents are in a course aligned to the 2005 standards. Where students take both Algebra Regents, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2015-16 school year and thereafter, the BOCES will only administer the Common Core Algebra Regents.

Based on the percentage of students that meet the minimum rigor expectation for growth, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Principals, in collaboration with teachers, will set appropriate growth targets. Where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets. Using baseline data, teachers working collaboratively with their building administrator, will set student performance targets on the listed assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

## 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 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
9-12 CTE teachers	District, Regional or BOCES-developed	Rockland BOCES developed CTE Exams for Grades 9-12
Grades K-12 NYSAA-eligible classes	State Assessment	NYSAA
All other K-8 teachers	School/BOCES-wide/group/team results based on State	Grades 4-8 ELA & Math State Assessments
All other 9-12 teachers	School/BOCES-wide/group/team results based on State	All NYS Regents Assessments
All 4-8 ELA & Math teachers who don't receive a State Provided Growth Score	State Assessment	Grades 4-8 ELA & Math State Assessments as applicable

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.	All other 9-12 teachers will utilize the percentage of students meeting the rigor expectation for the minimum acceptable score for all NYS Regents assessments combined. Both the Integrated and Common Core Algebra Regents will be administered in the 2014-15 school year. Students taking the Integrated Algebra Regents are in a course aligned to the 2005 standards. Where students take both Algebra Regents, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2015-16 school year and thereafter, the BOCES will only administer the Common Core Algebra Regents. Beginning in June 2015, the BOCES will administer both the Common Core Geometry Regents and the Geometry Regents aligned to the 2005 Learning Standards. Where students take both Geometry Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. Beginning in June 2016, only the Common Core
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Geometry Regents will be offered. Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. Teachers, working collaboratively with their building administrator, will set targets for student performance on the listed assessment using baseline data.

For the remaining courses above using baseline data, teachers working collaboratively with their building administrator, will set individual student growth targets for performance on the listed assessment. Based on the percentage of students that meet their targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Principals, in collaboration with teachers, will set appropriate growth targets. Where school wide measures are indicated, HEDI points will be assigned based on % of students meeting or exceeding growth targets. Using baseline data, teachers working collaboratively with their building administrator, will set student performance targets on the listed assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of highly effective when 85-100% of students meet their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of effective when 50-84% of students meet their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of developing when 20-49% of students meet their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of ineffective when 0-19% of students meet their target.

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/127436-TXEttx9bQW/Princ&TchrGrwthAchvPtsRevRm.docx

## 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.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
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 19, 2014

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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(ii) School wide measure computed locally	Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Using data results from the student's initial reading inventory of the current school year, (Scholastic Reading Inventory), teachers working collaboratively with their building administrator will set school wide student growth targets for performance on the final reading inventory of the current school year. Based on the school wide percentage of students in grades 3-8 that meet the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 89-100% of students meet their school wide growth targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 48-88% of students meet their school wide growth targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 17-47% of students meet their school wide growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-16% of students meet their school wide growth targets.

### 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(ii) School wide measure computed locally	Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Using data results from the student's initial reading inventory of the current school year, (Scholastic Reading Inventory), teachers working collaboratively with their building administrator will set school wide student growth targets for performance on the final reading inventory of the current school year. Based on the school wide percentage of students in grades 3-8 that meet the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 89-100% of students meet their school wide growth targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 48-88% of students meet their school wide growth targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 17-47% of students meet their school wide growth targets.

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

Teachers will receive a rating of ineffective when 0-16% of students meet their school wide growth targets.

### 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/5139/179325-rhJdBgDruP/Princ&TchrGrwthAchvPtsRevRm.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	Scholastic Reading Inventory
1	6(ii) School-wide measure computed locally	Scholastic Reading Inventory
2	6(ii) School-wide measure computed locally	Scholastic Reading Inventory
3	6(ii) School-wide measure computed locally	Scholastic Reading Inventory

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.	Using data results from the student's initial reading inventory of the current school year, (Scholastic Reading Inventory), teachers working collaboratively with their building administrator will set school wide student growth targets for performance on the final reading inventory of the current school year. Based on the school wide percentage of students that meet the established targets teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 85-100% of students meet their school wide growth targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet their school wide growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet their school wide growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet their school wide growth targets.

### 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	Scholastic Reading Inventory
1	6(ii) School-wide measure computed locally	Scholastic Reading Inventory
2	6(ii) School-wide measure computed locally	Scholastic Reading Inventory
3	6(ii) School-wide measure computed locally	Scholastic Reading Inventory

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.	Using data results from the student's initial reading inventory of the current school year, (Scholastic Reading Inventory), teachers working collaboratively with their building administrator will set school wide student growth targets for performance on the final reading inventory of the current school year. Based on the school wide percentage of students that meet the established targets teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 85-100% of students meet their school wide growth targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet their school wide growth targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet their school wide growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet their school wide growth targets.

### 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(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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	Using data results from the student's initial reading inventory of the current school year, (Scholastic Reading Inventory), teachers
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	working collaboratively with their building administrator will set school wide student growth targets for performance on the final reading inventory of the current school year. Based on the school wide percentage of students that meet the established targets teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 85-100% of students meet their school wide growth targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet their school wide growth targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet their school wide growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet their school wide growth targets.

### 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(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Using data results from the student's initial reading inventory of the current school year, (Scholastic Reading Inventory), teachers working collaboratively with their building administrator will set school wide student growth targets for performance on the final reading inventory of the current school year. Based on the school wide percentage of students that meet the established targets teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 85-100% of students meet their school wide growth targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet their school wide growth targets.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet their school wide growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet their school wide growth targets.

### 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	Comprehensive ELA and/or Common Core ELA Regents Assessment
Global 2	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core Regents Assessment
American History	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core Regents Assessment

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 percentage of students meeting the minimum rigor expectation for the Comprehensive Grade 11 ELA Regents and/or the Common Core ELA Regents assessment will be used by all 9-12 teachers in order to promote literacy across the curriculum. Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. Based on the school wide percentage of students that meet the minimum rigor expectation teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Teachers, working collaboratively with their building administrator, will set targets for student performance on the listed assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

### 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	Comprehensive ELA and/or Common Core ELA Regents Assessment
Earth Science	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment
Chemistry	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment
Physics	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The percentage of students meeting the minimum rigor expectation for the Comprehensive Grade 11 ELA and/or the Common Core ELA Regents assessment will be used by all 9-12 teachers in order to promote literacy across the curriculum. Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. Based on the school wide percentage of students that meet the minimum rigor expectation, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Teachers, working collaboratively with their building administrator, will set targets for student performance on the listed assessment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

### 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	Comprehensive ELA and/or Common Core ELA Regents Assessment
Geometry	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment

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 percentage of students meeting the minimum rigor expectation for the Comprehensive Grade 11 ELA Regents and/or the Common Core ELA Regents assessment will be used by all 9-12 teachers in order to promote literacy across the curriculum. Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. Based on the school wide percentage of students that meet the minimum rigor expectation, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement. Teachers, working collaboratively with their building administrator, will set targets for student performance on the listed assessment.
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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.	Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

### 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	Comprehensive ELA and/or Common Core ELA Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment

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

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

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 percentage of students meeting the minimum rigor expectation on the Comprehensive Grade 11 ELA Regents and/or the Common Core ELA Regents assessment will be used by all 9-12 teachers in order to promote literacy across the curriculum. Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. Based on the school wide percentage of students that meet the minimum rigor expectation, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and
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Student Achievement. Teachers, working collaboratively with their building administrator, will set targets for student performance on the listed assessment.

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

Teachers will receive a rating of highly effective when 85-100% of students meet the minimum rigor expectation for growth.

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

Teachers will receive a rating of effective when 50-84% of students meet the minimum rigor expectation for growth.

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

Teachers will receive a rating of developing when 20-49% of students meet the minimum rigor expectation for growth.

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

Teachers will receive a rating of ineffective when 0-19% of students meet the minimum rigor expectation for growth.

### 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 9-12 CTE	5) District/regional/BOCES-developed	Rockland BOCES-developed CTE Assessments for Grades 9-12 - Literacy Section
K-12 NYSAA Eligible Classes	6(ii) School wide measure computed locally	NYSAA ELA
All other K-8 teachers	6(ii) School wide measure computed locally	Scholastic Reading Inventory
All other 9-12 teachers	6(ii) School wide measure computed locally	Comprehensive ELA and/or Common Core ELA Regents Assessment

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

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

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

All courses/classes will have a literacy focus for the local measure in order to promote literacy across the curriculum. All other 9-12 courses, except CTE, will utilize the percentage of students meeting the minimum rigor expectation for growth on the Comprehensive Grade 11 ELA Regents and/or the Common Core ELA Regents Assessments. Teachers, working collaboratively with their building administrator, will set targets for student performance on the listed assessment. Both the

Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. For the remaining courses/classes listed above, teachers, working collaboratively with their building administrator, will set individual student growth targets for performance on the listed assessment. Based on the school wide percentage of students that meet the established targets as described above, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when 85-100% of students meet their target. .
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when 50-84% of students meet their target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when 20-49% of students meet their target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when 0-19% of students meet their target.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/179325-y92vNseFa4/Princ&TchrGrwthAchvPtsRevRm.docx

### 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.

None

### 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.

For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

### 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)

Created Tuesday, April 30, 2013

Updated Thursday, July 03, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
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### 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]	34
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	26

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.

Rockland BOCES will be using the Danielson 2007 Rubric as the teacher practice rubric. This rubric aligns with the NYS Teaching Standards and has been accepted by the State Education Department.

Teachers may earn a total of 60 points based on observations, structured reviews of lesson plans, student portfolios, and other teacher artifacts. 34 of the 60 points may be earned through classroom observations. Teachers will receive a minimum of 1 announced and 1 unannounced classroom observations per year. During these observations, trained evaluators will assess teachers on Domains 2 and 3 of the Danielson Rubric. The Teachers may earn a total of 26 points on Domains 1 and 4 based on other evidence submitted to the evaluators, such as lesson plans, student portfolios, and other teacher artifacts.

Evaluators will assess each component in every Domain and assign a score between 1-4 to each component. A final average rubric score between 1-4 will be calculated. This average rating score will be converted to a total rubric score between 0-60 points as illustrated in the attached Danielson's Framework for Teaching 2007-Conversion Flow Chart.

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

assets/survey-uploads/5091/180254-eka9yMJ855/TchrRubricdirectionsReveiwRm.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 59-60, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 57-58, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between 49-56, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 0-48, as identified on the conversion chart.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

#### 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	1
Informal/Short	1
Enter 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 probationary teachers be done in person, by video, or both?

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, July 03, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	49-56
Ineffective	0-48

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

Created Tuesday, April 30, 2013

Updated Thursday, July 03, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/5265/180288-Df0w3Xx5v6/TIP10-10-12.docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal (PIP) or Teacher Improvement Plan (TIP) Process

PLEASE NOTE: All Appeal will be resolved and determined within 40 school days of submission.

Any principal or teacher with an ARRP rating of Developing or Ineffective shall receive a Principal or Teacher Improvement Plan,

respectively. A TIP shall be developed by the supervising administrator in consultation with the teacher and a union representative. A PIP shall be developed by the supervising administrator in consultation with the principal and a union representative. The PIP and TIP will include professional goals, with corresponding timelines, that support growth toward improved student outcome and teacher effectiveness.

The PIP and the TIP will be developed as soon as practicable after the final evaluation has been completed, but in no case later than ten (10) school days after the date on which principal or teacher is required to report prior to the opening of classes for the new school year. PIP/TIP goals/activities should be structured so that no more than four or five areas of concern are addressed. The following should be included in the PIP/TIP:

- o Definition of the Problem (i.e. areas in need of improvement)
- o Statement of the Goals
- o Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement.)
- o Resources such as training, workshops, etc.
- o Sample Indicators of Success
- o Timeline for achieving improvement in each area with benchmark goals with specific timelines to measure progress.

Periodic meetings will be scheduled and documented in the Meeting Log Form which will be held by administration and filed when the PIP/TIP is satisfied or concluded. Both the PIP and the TIP will include a final target date for the completion date or the need for the extension of the designated activity. The purpose of these meetings is to monitor progress toward meeting the goals identified in the PIP/TIP. A union representative may attend these meetings at the discretion of the teacher for the development of a TIP and the principal for the development of a PIP. A PIP/TIP will not remain active after the end of the school year for which it was developed. (See TIP at APPENDIX A, PIP at APENDIX B)

#### Appeals Procedures

Appeals for total composite effectiveness score

Appeals of annual professional performance reviews are limited to those principals or teachers who receive a rating of Ineffective or Developing.

What may be challenged in an Appeal?

Appeal procedures limit the scope of appeals to the following subjects:

- (1) Rockland BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) Rockland BOCES' issuance and/or implementation of the terms of the teacher improvement plan (TIP) and/or the Principal Improvement Plan (PIP) under Education Law §3012-c.

#### Prohibition Against More Than One Appeal

A principal or teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

#### Burden of Proof

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

#### Timeframe for Filing Appeal

All APPR appeals must be submitted in writing to the District Superintendent or designee no later than 15 school days of the date when the principal or teacher receives his or her total composite effectiveness score. A TIP or PIP appeal related to the issuance of the PIP/TIP must be submitted within 10 school days of the issuance of the TIP. A PIP or TIP appeal related to the implementation of the terms of the PIP/TIP must be submitted within 14 days of the completion of the PIP/TIP. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal. An extension of a PIP appeal, related to the issuance of PIP, may be granted when a principal has been granted administratively approved vacation time.

When filing an appeal, the principal or teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional

documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### Timeframe for Response

Within 15 school days of receipt of an appeal District Superintendent or designee must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal or teacher initiating the appeal shall receive a copy of the response filed by District Superintendent or designee, and any and all additional information submitted with the response, at the same time the District Superintendent or designee(s) file his/her/their response.

In the event that the Appeal is referred to a Panel for review, the Panel will have 15 school days to review and act upon the Appeal.

In the event the appeal is referred to the District Superintendent or his/her designee, a decision on the Appeal will be rendered within 10 school days.

All Appeal will be resolved and determined within 40 school days of submission.

#### Teacher Appeals

Teachers who receive a rating of Developing or Ineffective may challenge their rating or TIP in accordance with the limited appealable subjects listed above. All appeals will be reviewed and considered by the District Superintendent or his or her designee (APPR appeals filed by tenured teachers who receive two consecutive Ineffective ratings will be reviewed as per procedures outlined in the paragraph below).

The Superintendent's designee must be appointed to a position that is higher than building principal and the designee cannot be the same individual who evaluated the teacher or who created or implemented the TIP, if the TIP is the subject of the appeal.

A decision shall be rendered by the District Superintendent or the Superintendent's designee. The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent or his or her designee shall not be subject to any further appeal.

A tenured teacher who receives Ineffective APPR ratings for two consecutive years may appeal the second Ineffective rating to a panel comprised of 2 administrators appointed by the District Superintendent and two teachers appointed by the BSA. In the tenured teacher's appeal, the administrators will hold positions higher than building principal and will not be the same individuals who evaluated the teacher that is appealing the APPR rating.

The teachers assigned to the panel by the BSA will not work in the same building as the teacher who received the Ineffective rating and will not be a teacher who currently has a Developing or Ineffective APPR rating. The teacher filing the appeal and evaluator(s) must follow the appeal paperwork submission procedures and timeframe outlined above.

The panel will review the submitted documentation for the teacher appeal and will have the authority to render a decision if a majority of the panel members are in agreement. In the case of a tie, the appeal will be referred to the District Superintendent who will render a decision.

The decision rendered by the panel or the District Superintendent shall be final and shall not be subject to any further appeal.

#### Written Decision

A written decision on the merits of any appeal shall be rendered District Superintendent or designee no later than 40 school days from the date upon which the principal or teacher filed his or her appeal. The decision shall be based on a written record, comprised of the principal or teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal or teacher's appeal. If the appeal is sustained, the District Superintendent or designee may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal or teacher and the evaluator(s) or the person(s) responsible for either issuing or implementing the terms of a PIP/TIP, if that person is different.

The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent, his or her designee, or the review panel shall not be subject to any further appeal.

## 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.

Rockland BOCES will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review.

Evaluator training will be conducted by Rockland BOCES certified trainers. Evaluator training will occur and will replicate the recommended NYSED model certification process. This training process will include the NYSED required nine elements of training to conduct the individual's performance review. Turn key trainings will be scheduled throughout the year.

Rockland BOCES will ensure that Lead Evaluators and Evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, September 19, 2014

## Page 1

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

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

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

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-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 3<sup>rd</sup> 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
K-12 Alternately Assessed	State assessment	NYSAA
9-12 Career and Technical Education	District, regional, or BOCES-developed	Rockland BOCES-Developed CTE Assessments for Grades 9-12
K-8 Principal	State assessment	Grade 3-8 ELA/math state assessments
9 - 12 Principal	State assessment	All NYS Regents Assessments

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.	Using data results from the prior year's NYSAA, the Alternately Assessed & NYSAA Eligible principal, working collaboratively with District Office administrators, will set individual growth targets for student performance on the current year's NYSAA.
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Using data results from Rockland BOCES-developed pre-assessments, the CTE principal, working collaboratively with District Office administrators, will set individual growth targets for performance on students' summative assessments. Using baseline data, all other principals, working collaboratively with District Office Administrators will set targets for student performance on the listed assessment.

Based on the percentage of students that meet their established growth targets, principals will be assigned 0-20 points within the HEDI rating categories as illustrate on the chart titled: Distribution of Points for Student Growth and Student Achievement Based on the Percentage of Students Meeting Specific Targets Grades K-12.

SLOs will use the State-provided growth measures for grades 4 through 8 ELA/math or ELA and Algebra Regents Exams, as applicable. Additional SLOs will then be set based on ELA and math State assessment results as applicable. If 30% or more of students are then covered by the principal's SLOs, no additional SLOs are necessary. If, however, fewer than 30% of students are covered by these SLOs, then additional SLOs will be set based on the grade level with the next largest number of students until at least 30% of students supervised by a principal are represented in such principal's Student Learning Objective/HEDI score.

Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents. Both the Integrated and Common Core Algebra Regents will be administered in the 2014-15 school year. Students taking the Integrated Algebra Regents are in a course aligned to the 2005 standards. Where students take both Algebra Regents, the BOCES will use the higher of the two scores when calculating HEDI scores. For the 2015-16 school year and thereafter, the BOCES will only administer the Common Core Algebra Regents. Beginning in June 2015, the BOCES will administer both the Common Core Geometry Regents and the Geometry Regents aligned to the 2005 Learning Standards. Where students take both Geometry Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating HEDI scores. Beginning in June 2016, only the Common Core Geometry Regents will be offered.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a rating of highly effective when 85-100% of their students meet individual growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of effective when 50-84% of their students meet individual growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of developing when 20-49% of their students meet individual growth targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive a rating of ineffective when 0-19% of their students meet individual growth targets.

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.

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## 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.

Rockland BOCES will develop growth targets that consider characteristics of our student population to include English Language Learners, students with disabilities, student prior academic history, students living in poverty.

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, September 10, 2014

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## Page 1

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

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

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

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

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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
9-12	(d) measures used by district for teacher evaluation	Comprehensive ELA and/or Common Core Regents Assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Using data results from the student's initial reading inventory of the current school year, (Scholastic Reading Inventory), K-8 principals, working collaboratively with district administrators, will set individual, classwide, or school wide student growth targets for performance on the final reading inventory of the current school year. For 9-12 principals, the school wide percentage of students meeting the minimum rigor expectation for growth on the Comprehensive Grade 11 ELA or Common Core ELA Regents assessment will be utilized as the Local measure in order to promote literacy across the curriculum. Rockland BOCES Principals will be assigned points based on the percentage of students who meet their established targets. The attached chart illustrates the number of points principals will earn. Principals, in collaboration with District Administrators using baseline data will set targets. Targets will be set by the end of October and approved by the District Superintendent by mid-November. Both the Comprehensive and Common Core English Regents will be administered in the 2014-15 and 2015-16 school years. Where students take both English Regents assessments, so long as allowed by SED, the BOCES will use the higher of the two scores when calculating</p>
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HEDI scores. For the 2016-17 school year and thereafter, the BOCES will only administer the Common Core English Regents.

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

Principals will receive a rating of highly effective when 89-100% of students meet their individual, classwide or schoolwide targets as described above.

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

Principals will receive a rating of effective when 48-88% of students meet their individual, classwide or schoolwide targets as described above.

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

Principals will receive a rating of developing when 17-47% of students meet their individual, classwide or schoolwide targets as described above.

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

Principals will receive a rating of ineffective when 0-16% of students meet their individual, classwide or schoolwide targets as described above.

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.

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## 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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12 Alternately Assessed	(d) measures used by district for teacher evaluation	NYSAA ELA
9-12 CTE	(d) measures used by district for teacher evaluation	Rockland BOCES-developed CTE Assessments for Grades 9-12 - Literacy Section

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.	All principals will have a literacy focus for the local measure in order to promote literacy across the curriculum. Principals, working collaboratively with district administrators and using baseline data, will set individual student growth targets for performance on the listed assessment. Based on the percentage of students meeting their individual targets, principals will be assigned 0-20 points within the HEDI rating categories as identified on the Chart titled: Distribution of Points for Student Growth and Student Achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of highly effective when 85-100% of students meet their individual targets.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of effective when 50-84% of students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of developing when 20-49% of students meet their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will receive a rating of ineffective when 0-19% of students meet their individual targets.

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

(No response)

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

assets/survey-uploads/5366/180536-T8MIGWUvm1/PointsGrowth&LocalMeasuresAllValuesRevRm.doc

### 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.

None

### 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.

For principals with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the student scores from the multiple sections/courses will be combined into one overall component score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

### 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 Thursday, July 03, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

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

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

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

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

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

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

(No response)

Note: When the State-approved survey list is 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.

Rockland BOCES will ensure that all six of the ISLLC Standards are evaluated each year. To this end, the Multidimensional Principal Performance Rubric (MPPR) will be utilized and points will be assigned for each of the HEDI categories as per the attached document. Each principal's rating will be calculated using the developed conversion chart. Broad assessment of principal leadership and management actions based on the MPPR rubric and the evaluation will be conducted by Rockland BOCES administrators who have been certified and trained, as per SED regulations and guidelines, as Lead Evaluators. To assess the Principals using the MPPR, the Lead Evaluators will conduct visitations where at least one visit will be announced and at least one visit will be unannounced.

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/5143/180559-pMADJ4gk6R/PrincipalRubricRevRmPage9\_3.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between 59-60, as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between 57-58, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score

between 49-56, as identified on the conversion chart.

Ineffective: Overall performance and results do not meet standards.

Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between 0-48, as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

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Updated Thursday, July 03, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	57-58
Developing	49-56
Ineffective	0-48

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

Created Tuesday, April 30, 2013

Updated Thursday, July 03, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/180576-Df0w3Xx5v6/PIPRevRm.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:

Principal (PIP) or Teacher Improvement Plan (TIP) Process

PLEASE NOTE: All Appeals will be resolved and determined within 40 school days of submission.

Any principal or teacher with an APPR rating of Developing or Ineffective shall receive a Principal or Teacher Improvement Plan,

respectively. A TIP shall be developed by the supervising administrator in consultation with the teacher and a union representative. A PIP shall be developed by the supervising administrator in consultation with the principal and a union representative. The PIP and TIP will include professional goals, with corresponding timelines, that support growth toward improved student outcome and teacher effectiveness.

The PIP and the TIP will be developed as soon as practicable after the final evaluation has been completed, but in no case later than ten (10) school days after the date on which principal or teacher is required to report prior to the opening of classes for the new school year. PIP/TIP goals/activities should be structured so that no more than four or five areas of concern are addressed. The following should be included in the PIP/TIP:

- o Definition of the Problem (i.e. areas in need of improvement)
- o Statement of the Goals
- o Intervention Strategies (i.e. where appropriate, differentiated activities to support the teacher's improvement.)
- o Resources such as training, workshops, etc.
- o Sample Indicators of Success
- o Timeline for achieving improvement.

Periodic meetings will be scheduled and documented in the Meeting Log Form (APPENDIX C) which will be held by administration and filed when the PIP/TIP is satisfied or concluded. Both the PIP and the TIP will include a final target date for the completion date or the need for the extension of the designated activity. The purpose of these meetings is to monitor progress toward meeting the goals identified in the PIP/TIP. A union representative may attend these meetings at the discretion of the teacher for the development of a TIP and the principal for the development of a PIP. A PIP/TIP will not remain active after the end of the school year for which it was developed. (See TIP at APPENDIX A, PIP at APENDIX B)

## Appeals Procedures

### Appeals for APPR ratings

Appeals of annual professional performance reviews are limited to those principals or teachers who receive a rating of Ineffective or Developing.

### What may be challenged in an Appeal?

Appeal procedures limit the scope of appeals to the following subjects:

- (1) Rockland BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) Rockland BOCES' issuance and/or implementation of the terms of the teacher improvement plan (TIP) and/or the Principal Improvement Plan (PIP) under Education Law §3012-c.

### Prohibition Against More Than One Appeal

A principal or teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

### Burden of Proof

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

### Timeframe for Filing Appeal

All APPR appeals must be submitted in writing no later than 15 school days of the date when the principal or teacher receives his or her APPR rating. A TIP or PIP appeal related to the issuance of the PIP/TIP must be submitted within 10 school days of the issuance of the TIP. A PIP or TIP appeal related to the implementation of the terms of the PIP/TIP must be submitted within 14 days of the completion of the PIP/TIP. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal. An extension of a PIP appeal, related to the issuance of PIP, may be granted when a principal has been granted administratively approved vacation time. The time extension to submit a PIP appeal shall be limited to 10 working days.

When filing an appeal, the principal or teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### Timeframe for Evaluator(s) Response

Within 15 school days of receipt of an appeal, evaluator(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the TIP must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal or teacher initiating the appeal shall receive a copy of the response filed by evaluator(s), and any and all additional information submitted with the response, at the same time the evaluator(s) file his/her/their response.

In the event that the Appeal is referred to a Panel for review, the Panel will have 15 school days to review and act upon the Appeal. In the event the appeal is referred to the District Superintendent or his/her designee, a decision on the Appeal will be rendered within 10 school days.

All Appeal will be resolved and determined within 40 school days of submission.

#### Principal Appeals

Principals who receive a rating of Developing or Ineffective may challenge their rating or PIP in accordance with the limited appealable subjects listed above. The principal filing the appeal and the persons reviewing the appeal must follow the appeal paperwork submission procedures and timeframe outlined above.

All appeals of principals will be reviewed by the evaluator(s) who conducted the visitations. If the appeal is not resolved to the satisfaction of the principal, it will be forwarded to a panel comprised of four Rockland BOCES administrators. Two of the administrators will be members of the BASA bargaining unit. The remaining two administrators will hold positions of Director or above. The BASA bargaining unit will select all four administrators who will serve on the appeals panel. The panel will review the submitted documentation and will have the authority to render a decision if a majority of the panel members are in agreement. In the case of a tie, the appeal will be referred to the District Superintendent who will render a decision.

The decision rendered by the panel or the District Superintendent shall be final and shall not be subject to any further appeal.

#### Written Decision

A written decision on the merits of any appeal shall be rendered no later than 40 school days from the date upon which the principal or teacher filed his or her appeal. The decision shall be based on a written record, comprised of the principal or teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal or teacher's appeal. If the appeal is sustained, the District Superintendent or designee may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal or teacher and the evaluator(s) or the person(s) responsible for either issuing or implementing the terms of a PIP/TIP, if that person is different.

The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent, his or her designee, or the review panel shall not be subject to any further appeal.

### 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.

#### Evaluator Training

Rockland BOCES will ensure that all lead evaluators and evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by certified Rockland BOCES personnel and will replicate the SED model certification and training process as per the 3012(c) regulations. Lead Evaluators and Evaluators will participate in full and partial day trainings.

Rockland BOCES will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, July 03, 2014

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### Page 1

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

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

<assets/survey-uploads/5581/179870-3Uqgn5g9Iu/PlanSignatures.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.

## Assigning Points for Student Growth and Student Achievement Measures

Classroom teachers and principals will receive scores corresponding to HEDI categories for each subcomponent of the composite effectiveness score.

The process for assigning points will use the HEDI descriptions below to effectively differentiate educators' performance in ways that improve student learning and instruction.

**Table 1**

<b>HEDI Category Descriptions</b>			
<b>Standards for Rating Categories</b>	<b>Growth or Comparable Measures</b>	<b>Locally-selected Measures of growth or achievement</b>	<b>Other Measures of Effectiveness (Teacher and Leader standards)</b>
<b>Highly Effective</b>	Results are well-above state average for similar students (or BOCES goals if no state test).	Results are well-above BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
<b>Effective</b>	Results meet state average for similar students (or BOCES goals if no state test).	Results meet BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
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Principal and Teachers can earn a maximum of 20 (25 if value added) points for the Student Growth Measure and 20 (15 if value added) for the Student Achievement Measure for a total possible maximum of 40 points for student performance. SED provides the HEDI scoring range for each of these subcomponent scores.

For principals and teachers for whom there is no approved Value-Added measure of student growth the scoring ranges will be:

**Chart 2**

<b>2012-13 where there is no Value-Added measure</b>	<b>Growth or Comparable Measures Scoring Range</b>	<b>Locally-selected Measures of growth or achievement Scoring Range</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>
<b>Effective</b>	<b>9-17</b>	<b>9-17</b>
<b>Developing</b>	<b>3-8</b>	<b>3-8</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>

For principals and teachers for whom there is an approved Value-Added measure for student growth the scoring ranges will be:

**Table 3**

<b>2012-13 where Value-Added growth measure applies</b>	<b>Growth or Comparable Measures Scoring Range</b>	<b>Locally-selected Measures of growth or achievement Scoring Range</b>
<b># of Stud Meeting Target Highly Effective</b>	<b>22-25</b>	<b>14-15</b>
<b>Effective</b>	<b>10-21</b>	<b>8-13</b>
<b>Developing</b>	<b>3-9</b>	<b>3-7</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>

The Table below (Table 4) illustrates the points a teacher/principal will earn based on student performance. In some cases, the state will provide the teacher/principal a Student Growth score of up to 20 points, if no value added, and up to 25 points, if value is added. For those teachers/principals who receive a Growth score from the State, the Table 4 will be used to determine only the Student Achievement Score.

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**Table 4**

<b>Distribution of Points for Student Growth and Student Achievement Based on the Percentage of Students Meeting Specific Targets For Grades K-12</b>				
	<b>No Value Added</b> 0-20 points for each: Growth Score Using Comparable Measure (when no growth score is provided by the State) AND Locally Selected Achievement Score for a maximum total of up to 40 points		<b>Value Added</b> 0-15 points for Locally Selected Achievement Score (value added Growth Score is provided by State)	
	<b>Scoring Range for Growth and Achievement</b>	<b>% of Students Meeting Target</b>	<b>Scoring Range for Achievement</b>	<b>% of Stud Meeting Target</b>
<b>H</b>				
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	19	90-94	14	89-95
	18	85-89		
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	17	80-84	13	82-88
	16	76-79	12	76-81
	15	72-75	11	69-75
	14	68-71	10	62-68
	13	65-67	9	55-61
	12	62-64	8	48-54
	11	58-61		
	10	54-57		
	9	50-53		
<b>D</b>				
	8	45-49	7	41-47
	7	40-44	6	34-40
	6	35-39	5	28-33
	5	30-34	4	22-27
	4	25-29	3	17-21
	3	20-24		
<b>I</b>				
	2	10-19	2	10-16
	1	5-9	1	5-9
	0	0-4	0	0-4

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<b>I</b>				
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	1	5-9	1	5-9
	0	0-4	0	0-4

## **Other Measures of Effectiveness- The Rubric**

### **Teachers**

The remaining 60% (or 60 points) of the composite effectiveness score for the teachers is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in the regulations. The evaluator and teacher will make use of the Danielson Framework for Teaching 2007 Rubric, approved by the state for evaluating the teacher's work.

A maximum of 34 of the 60 points will be assessed by classroom observations. A minimum of two classroom observations, where at least one observation is announced and one is unannounced, will be conducted of each classroom teacher annually. There will be a pre and post-observation conference scheduled for all announced observations. A post conference will be scheduled for all unannounced observations. Written feedback, provided by the evaluator that performed the observation, will be provided for all observations within 10 (ten) school days of the observation. The written feedback may replace the post observation meeting if the teacher is in agreement that a face to face post conference is not needed. Any teacher may request, and will be granted, a face to face post observation meeting with the evaluator who conducted the observation.

A maximum of 26 of the 60 points will be assessed through a process of gathering artifacts and other indicators of progress. Evidence of effectiveness will come from a variety of sources, including but not limited to structured reviews, teacher artifacts, student work samples, logs of professional activities, participation in professional development, and other evidence collected through the observation process.

The Danielson Rubric consists of 4 domains, each of which is comprised of components. Each domain and component has been assigned a maximum point and/or percent value. Utilizing a scale of 1-4 (4=H; 3=E; 2=D; 1=I) and the SED provided HEDI category descriptions (see Table 1 above) , evaluators will rate teachers on each component. An average score for the entire rubric will be calculated and converted to a final Rubric score ranging between 0-60 points.

All evaluators will be BOCES employees with the exception of mutually agreed upon evaluators.

If a TIP is required, written feedback from the post conference(s) will be used to develop the TIP if the TIP includes areas of concerns noted throughout the observation process.

Rockland BOCES

The Conversion Flow Chart below (**Chart 1**) illustrates how the components and domains of the rubric are weighted and includes the conversion chart used to determine the final rubric score as well as the Rubric HEDI bands.

**Danielson’s Framework for Teaching 2007-Conversion Flow Chart**  
**Chart 1**

Danielson's Framework for Teaching 2007 Conversion Flow Chart									
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
	Value of Each Domain	Relative Value of Each Component of Domain	Give Teacher a Rating of 1-4 in Each Component (4=HE, 3=E, 2=D, 1=I)	Weight Component Scores	Total Component Score	Weight Total Domain Score and Compute Total	HEDI Bands	Conversion Chart	
<b>Domain 1: Planning and Preparation</b>	23%						H=59-60	Average Rubric Score	Conversion Score
A. Knowledge of Content and Pedagogy		21%					E=57-58	1	0
B. Knowledge of Students		14%					D=49-56	1.1	8
C. Setting Instructional Outcomes		14%					I=0-48	1.2	13
D. Knowledge of Resources		9%						1.3	18
E. Designing Coherent Instruction		21%						1.4	23
F. Designing Student Assessments		21%						1.5	28
		100%						1.6	33
<b>Domain 2: Classroom Environment</b>	28%							1.7	38
A. Respect and Rapport		18%						1.8	43
B. Culture for Learning		18%						1.9	48
C. Managing Classroom Procedures		24%						2	49
D. Managing Student Behavior		24%						2.1	50
E. Organizing Physical Spaces		16%						2.2	52
		100%						2.3	53
<b>Domain 3: Instruction</b>	28%							2.4	55
A. Communicating with Students		17%						2.5	56
B. Questioning/Prompts and Discussion		18%						2.6	57
C. Engaging Students in Learning		24%						2.7	57
D. Using Assessment in Instruction		24%						2.8	57
E. Using Flexibility and Responsiveness		17%						2.9	57
		100%						<b>3</b>	<b>57</b>
<b>Domain 4: Teaching</b>	21%							3.1	58
A. Reflecting on Teaching		17%						3.2	58
B. Maintaining Accurate Records		17%						3.3	58
C. Communicating with Families		17%						3.4	58
D. Participating in a Professional Community		16%						3.5	59
E. Growing and Developing Professionally		17%						3.6	59
F. Showing Professionalism		16%						3.7	59
		100%						3.8	60
<b>Domain: Other*</b>								3.9	60
<b>Total</b>	100%				<b>Evaluation Score</b>	<b>0.0</b>		4	60

## Teacher Improvement Plan (TIP)

Teacher: \_\_\_\_\_  
\_\_\_\_\_

Date:

Position: \_\_\_\_\_  
\_\_\_\_\_

Building:

Supervising  
Administrator: \_\_\_\_\_  
\_\_\_\_\_

Union  
Representative:

1. Areas in Need of Improvement – A clear description of the specific behavior(s) which are in need of improvement.
2. Statement and Timeline of the Goals – A statement reflecting how the specific behavior will change (how it will look) in order to be deemed acceptable. This will include a description of types of data to be used.
3. Evidence of Progress – The teachers, administrator and union representative will mutually agree upon artifacts or visible indicators of progress (linked to the APPR rubric selected).
4. Action Plan – The teacher, administrator and union representative will jointly list differentiated activities and strategies to address the areas in need of improvement. Lack of evidence in progression toward meeting identified goals will result in additional observations. There will be ongoing documented meetings and scheduled observations using the attached Meeting Log Form.

5. Resources – The teacher, administrator and union representative will jointly list resources, available direct materials, training, workshops, etc. to help improve the teacher’s practice. Any mandated resources identified for remediation will be at BOCES expense.

6. Timeline – The teacher, administrator and union representative will discuss and a time line for improvement shall be set forth for the process and a date(s) for the follow-up evaluation(s). The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher Signature: \_\_\_\_\_ Date  
\_\_\_\_\_

Administrator  
Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Teacher  
Association Rep  
Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Signature does not imply agreement, but acknowledges review and receipt of the plan.  
Written comments may be attached.

**Meeting Log Form**  
**Principal/Teacher Improvement Plan**

Log all meetings here. It is understood additional meetings may be necessary. The administrator, teacher and/or principal, or union representative may request additional meetings. If necessary, a more detailed meeting summary(s) will accompany this form and be given to the principal or teacher in memo form.

A copy of the meeting log will be provided to the principal or teacher following each documented meeting. The original will be retained by administration and filed in the principal or teacher's personnel file.

Date	Meeting Summary	Print Names and Positions of Attendees	Signatures of All Attendees

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<b># of Stud Meeting Target Highly Effective</b>	<b>22-25</b>	<b>14-15</b>
<b>Effective</b>	<b>10-21</b>	<b>8-13</b>
<b>Developing</b>	<b>3-9</b>	<b>3-7</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>

The Table below (Table 4) illustrates the points a teacher/principal will earn based on student performance. In some cases, the state will provide the teacher/principal a Student Growth score of up to 20 points, if no value added, and up to 25 points, if value is added. For those teachers/principals who receive a Growth score from the State, the Table 4 will be used to determine only the Student Achievement Score.

Teachers and principals who do not receive a state provided Growth Score, will be assigned points for both the Student Growth Measure and the Student Achievement Measure as indicated in Table 4. Points for both the Growth Measure and the Achievement Measure will be assigned within the scoring ranges indicated in the table. The number of points a principal and/or teacher can earn within each scoring range will be based on the percentage of students who meet the Targets developed for individual students in the class, the class as a whole, the school, or program.

**Table 4**

<b>Distribution of Points for Student Growth and Student Achievement Based on the Percentage of Students Meeting Specific Targets For Grades K-12</b>				
	<b>No Value Added</b> 0-20 points for each: Growth Score Using Comparable Measure (when no growth score is provided by the State) AND Locally Selected Achievement Score for a maximum total of up to 40 points		<b>Value Added</b> 0-15 points for Locally Selected Achievement Score (value added Growth Score is provided by State)	
	<b>Scoring Range for Growth and Achievement</b>	<b>% of Students Meeting Target</b>	<b>Scoring Range for Achievement</b>	<b>% of Stud Meeting Target</b>
<b>H</b>				
	20	95-100	15	96-100
	19	90-94	14	89-95
	18	85-89		
<b>E</b>				
	17	80-84	13	82-88
	16	76-79	12	76-81
	15	72-75	11	69-75
	14	68-71	10	62-68
	13	65-67	9	55-61
	12	62-64	8	48-54
	11	58-61		
	10	54-57		
	9	50-53		
<b>D</b>				
	8	45-49	7	41-47
	7	40-44	6	34-40
	6	35-39	5	28-33
	5	30-34	4	22-27
	4	25-29	3	17-21
	3	20-24		
<b>I</b>				
	2	10-19	2	10-16
	1	5-9	1	5-9
	0	0-4	0	0-4

Rockland BOCES

The Table below (Table 4) illustrates the points a teacher/principal will earn based on student performance. In some cases, the state will provide the teacher/principal a Student Growth score of up to 20 points, if no value added, and up to 25 points, if value is added. For those teachers/principals who receive a Growth score from the State, the Table 4 will be used to determine only the Student Achievement Score.

Teachers and principals who do not receive a state provided Growth Score, will be assigned points for both the Student Growth Measure and the Student Achievement Measure as indicated in Table 4. Points for both the Growth Measure and the Achievement Measure will be assigned within the scoring ranges indicated in the table. The number of points a principal and/or teacher can earn within each scoring range will be based on the percentage of students who meet the Targets developed for individual students in the class, the class as a whole, the school, or program.

<b>Distribution of Points for Student Growth and Student Achievement Based on the Percentage of Students Meeting Specific Targets Grades K-12</b>				
	<b>No Value Added</b> 0-20 points for each: Growth Score Using Comparable Measure (when no growth score is provided by the State) AND Locally Selected Achievement Score for a maximum total of up to 40 points		<b>Value Added</b> 0-15 points for Locally Selected Achievement Score (value added Growth Score is provided by State)	
	<b>Scoring Range for Growth and Achievement</b>	<b>% of Students Meeting Target</b>	<b>Scoring Range for Achievement</b>	<b>% of Stud Meeting Target</b>
<b>H</b>				
	20	95-100	15	96-100
	19	90-94	14	89-95
	18	85-89		
<b>E</b>				
	17	80-84	13	82-88
	16	76-79	12	76-81
	15	72-75	11	69-75
	14	68-71	10	62-68
	13	65-67	9	55-61
	12	62-64	8	48-54
	11	58-61		
	10	54-57		
	9	50-53		
<b>D</b>				
	8	45-49	7	41-47
	7	40-44	6	34-40
	6	35-39	5	28-33
	5	30-34	4	22-27
	4	25-29	3	17-21
	3	20-24		
<b>I</b>				
	2	10-19	2	10-16
	1	5-9	1	5-9
	0	0-4	0	0-4

Rockland BOCES

The Table below (Table 4) illustrates the points a teacher/principal will earn based on student performance. In some cases, the state will provide the teacher/principal a Student Growth score of up to 20 points, if no value added, and up to 25 points, if value is added. For those teachers/principals who receive a Growth score from the State, the Table 4 will be used to determine only the Student Achievement Score.

Teachers and principals who do not receive a state provided Growth Score, will be assigned points for both the Student Growth Measure and the Student Achievement Measure as indicated in Table 4. Points for both the Growth Measure and the Achievement Measure will be assigned within the scoring ranges indicated in the table. The number of points a principal and/or teacher can earn within each scoring range will be based on the percentage of students who meet the Targets developed for individual students in the class, the class as a whole, the school, or program.

<b>Distribution of Points for Student Growth and Student Achievement Based on the Percentage of Students Meeting Specific Targets Grades K-12</b>				
	<b>No Value Added</b> 0-20 points for each: Growth Score Using Comparable Measure (when no growth score is provided by the State) AND Locally Selected Achievement Score for a maximum total of up to 40 points		<b>Value Added</b> 0-15 points for Locally Selected Achievement Score (value added Growth Score is provided by State)	
	<b>Scoring Range for Growth and Achievement</b>	<b>% of Students Meeting Target</b>	<b>Scoring Range for Achievement</b>	<b>% of Stud Meeting Target</b>
<b>H</b>				
	20	95-100	15	96-100
	19	90-94	14	89-95
	18	85-89		
<b>E</b>				
	17	80-84	13	82-88
	16	76-79	12	76-81
	15	72-75	11	69-75
	14	68-71	10	62-68
	13	65-67	9	55-61
	12	62-64	8	48-54
	11	58-61		
	10	54-57		
	9	50-53		
<b>D</b>				
	8	45-49	7	41-47
	7	40-44	6	34-40
	6	35-39	5	28-33
	5	30-34	4	22-27
	4	25-29	3	17-21
	3	20-24		
<b>I</b>				
	2	10-19	2	10-16
	1	5-9	1	5-9
	0	0-4	0	0-4

## Principal

The remaining 60% (or 60 points) of the composite effectiveness score for the principals is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in the regulations. The evaluator and principal will make use of the Multi- Dimensional Principal Performance Rubric, approved by the state for evaluating the principal's work.

Visitations and observations will be conducted by a direct supervisor or administrator who is trained in accordance with the commissioner's regulations using the Multi-Dimensional Principal Performance Rubric. A minimum of two visitations will be conducted for each principal annually, where at least one visitation is announced and one is unannounced.

The Multi-Dimensional Principal Performance Rubric consists of 6 domains, each of which is comprised of dimensions. Each domain and dimension has been assigned a maximum point and/or percent value. Utilizing a scale of 1-4 (4=H; 3=E; 2=D; 1=I) and the SED provided HEDI category descriptions (see Table 1 above), evaluators will rate principals on each domain. An average score for the entire rubric will be calculated and converted to a final Rubric score ranging between 0-60 points.

All evaluators will be BOCES employees with the exception of mutually agreed upon evaluators.

If a PIP is required, written feedback from the post conference(s) will be used to develop the PIP, if appropriate.

Visitations of principals must be conducted by a trained administrator who directly supervises the principal or holds a position that is higher in the administrative flow chart than that of Supervisor.

The Conversion Flow Chart (**Chart 2**) illustrates how the components and domains of the rubric are weighted and includes the conversion chart used to determine the final rubric score as well as the Rubric HEDI bands.

## Multidimensional Principal Performance Rubric-Conversion Flow Chart Chart 2

Multidimensional Principal Performance Rubric Conversion Flow Chart										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	
	Determine Relative Value of Each Domain (hypo--to be negotiated)	Determine Relative Value of Each SubDomain as part of the Domain (hypo-to be negotiated)	Evaluator Gives Every Principal a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYPO	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Total	Negotiate HEDl Bands	Negotiate Conversion Chart		
<b>Domain1: Shared Vision of Learning</b>	13%						H=59-60	Average Rubric Score	Conversion Score	
A. Culture		50%		0			E=57-58	1	0	
B. Sustainability		50%		0			D=49-56	1.1	8	
							I=0-48	1.2	13	
								1.3	18	
								1.4	23	
								1.5	28	
		100%			0	0		1.6	33	
<b>Domain 2: School Culture and Instructional Prog</b>	33%							1.7	38	
A. Culture		20.0%		0				1.8	43	
B. Instructional Program		20.0%		0				1.9	48	
C. Capacity Building		20.0%		0				2	49	
D. Sustainability		20.0%		0				2.1	50	
E. Strategic Planning Process		20.0%		0				2.2	52	
		100%			0	0		2.3	53	
<b>Domain: Safe, Efficient, Effective Learning Environme</b>	27%							2.4	55	
A. Capacity Building		25.0%		0				2.5	56	
B. Culture		25.0%		0				2.6	57	
C. Sustainability		25.0%		0				2.7	57	
D. Instructional Program		25.0%		0				2.8	57	
				0				2.9	57	
		100%			0	0		3	57	
<b>Domain: Community</b>	13%							3.1	58	
A. Strategic Planning Process		37.5%		0				3.2	58	
B. Culture		25.0%		0				3.3	58	
C. Sustainability		37.5%		0				3.4	58	
				0				3.5	59	
				0				3.6	59	
				0				3.7	59	
		100%			0	0		3.8	60	
<b>Domain: Integrity, Fairness and Ethics</b>	10%							3.9	60	
A. Sustainability		50.0%		0				4	60	
B. Culture		50.0%		0						
				0						
				0						
				0						
		100%			0	0				
<b>Domain: Political, Social, Economic, Legal and</b>	3%									
A.Sustainability		50.0%		0						
B. Culture		50.0%		0						
				0						
				0						
				0						
		100%			0	0				

APPENDIX B

Principal Improvement Plan (PIP)

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

Position: \_\_\_\_\_ Building: \_\_\_\_\_

Administrator: \_\_\_\_\_  
Supervising Union  
Representative: \_\_\_\_\_

1. Areas in Need of Improvement – A clear description of the specific behavior(s) which are in need of improvement.
2. Statement and Timeline of the Goals – A statement reflecting how the specific behavior will change (how it will look) in order to be deemed acceptable. This will include a description of types of data to be used. In accordance with the negotiated APPR Plan, the evaluator shall identify the dates for the submission of written documentation regarding the completion of the goals embedded within the PIP, when appropriate.
3. Evidence of Progress – The principal, administrator and union representative will mutually agree upon artifacts or visible indicators of progress (linked to the APPR rubric selected).
4. Action Plan – In accordance with the negotiated APPR Plan, the principal, administrator and union representative will jointly list differentiated activities and strategies to address the areas in need of improvement. Lack of evidence in progression toward meeting identified goals will result in additional observations. There will be ongoing documented meetings and scheduled observations using the attached Meeting Log Form.

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5. Resources – In accordance with the negotiated APPR Plan, the principal, administrator and union representative will jointly list resources, available direct materials, training, workshops, etc. to help improve the teacher’s practice. Any mandated resources identified for remediation will be at BOCES expense.

6. Timeline – The principal, administrator and union representative will review the timeline for the assessment and completion of the individual goals and the overall PIP. The principal will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed in accordance with the negotiated APPR Plan.

The Principal Improvement Plan and all records of subsequent observations and meetings will become part of the principal’s record. The principal should maintain copies of all documentation.

Principal Signature: \_\_\_\_\_ Date \_\_\_\_\_

Administrator  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Association Rep  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature does not imply agreement, but acknowledges review and receipt of the plan. Written comments may be attached.

**APPENDIX C**

**Meeting Log Form  
Principal/Teacher Improvement Plan**

Log all meetings here. It is understood additional meetings may be necessary. The administrator, teacher and/or principal, or union representative may request additional meetings. If necessary, a more detailed meeting summary(s) will accompany this form and be given to the principal or teacher in memo form.

A copy of the meeting log will be provided to the principal or teacher following each documented meeting. The original will be retained by administration and filed in the principal or teacher's personnel file.

Date	Meeting Summary	Print Names and Positions of Attendees	Signatures of All Attendees

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:    Date:

*Mary Jean Marciano*    12/13/12

Teachers Union President Signature:    Date:

*Debraal Kyles*    12/13/12

Administrative Union President Signature:    Date:

*Kathleen Ryan-Trope*    12/13/12

Board of Education President Signature:    Date:

*Don Parker*    12/13/12