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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September 24, 2014

Revised-Expedited Assessment Material Change

Peter Mustich, Superintendent
Rye Neck Union Free School District
310 Hornidge Road
Mamaroneck, NY 10543

Dear Superintendent Mustich:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Harold Coles

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on November 12, 2013, 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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see http://www.regents.nysed.gov/meetings/2014/February2014/214p12hea1.pdf.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) ***no later than March 1***. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Rye Neck UFSD

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

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

2.2) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☒ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☒ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☒ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☒ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

2.3) Grades K-3 Math

☐ Kindergarten Math Assessment ☒ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☒ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☒ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

2.4) Grades 6-8 Science

☐ Grade 6 Science Assessment ☒ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☒ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☒ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☒ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☒ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☒ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

☐ Global 1 Assessment ☒ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☒ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☒ American History HEDI Process ☐ American History Assignment of Points	

2.7) High School Science Regents Courses

■ Living Environment HEDI Process ☐ Living Environment Assignment of Points	■ Earth Science HEDI Process ☐ Earth Science Assignment of Points
■ Chemistry HEDI Process ☐ Chemistry Assignment of Points	■ Physics HEDI Process ☐ Physics Assignment of Points

2.8) High School Math Regents Courses

■ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	■ Geometry HEDI Process ☐ Geometry Assignment of Points
■ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

2.9) High School English Language Arts

☐ Grade 9 ELA Assessment ■ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ■ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ■ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

2.10) All Other Courses

☐ All other course(s) Assessment(s) ■ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

2.11) HEDI Table(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

☐ Grade 4 ELA Assessment ☐ Grade 4 ELA HEDI Process ☐ Grade 4 ELA Assignment of Points	☐ Grade 5 ELA Assessment ☐ Grade 5 ELA HEDI Process ☐ Grade 5 ELA Assignment of Points
☐ Grade 6 ELA Assessment ☐ Grade 6 ELA HEDI Process ☐ Grade 6 ELA Assignment of Points	☐ Grade 7 ELA Assessment ☐ Grade 7 ELA HEDI Process ☐ Grade 7 ELA Assignment of Points
☐ Grade 8 ELA Assessment ☐ Grade 8 ELA HEDI Process ☐ Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

☐ Grade 4 Math Assessment ☐ Grade 4 Math HEDI Process ☐ Grade 4 Math Assignment of Points	☐ Grade 5 Math Assessment ☐ Grade 5 Math HEDI Process ☐ Grade 5 Math Assignment of Points
☐ Grade 6 Math Assessment ☐ Grade 6 Math HEDI Process ☐ Grade 6 Math Assignment of Points	☐ Grade 7 Math Assessment ☐ Grade 7 Math HEDI Process ☐ Grade 7 Math Assignment of Points
☐ Grade 8 Math Assessment ☐ Grade 8 Math HEDI Process ☐ Grade 8 Math Assignment of Points	

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

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☐ Grade 3 ELA Assessment ☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☐ Grade 3 Math Assessment ☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science Assessment ☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 Assessment ☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History Assessment ☐ American History HEDI Process ☐ American History Assignment of Points	

3.9) High School Science Regents Courses

☐ Living Environment Assessment ☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science Assessment ☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry Assessment ☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics Assessment ☐ Physics HEDI Process ☐ Physics Assignment of Points

3.10) High School Math Regents Courses

☐ Algebra 1 Assessment ☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry Assessment ☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 Assessment ☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

3.11) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

3.12) All Other Courses

☐ All other course(s) Assessment(s) ☐ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

3.13) HEDI Table(s)

- ☐ Listed course(s) Assessment(s)
- ☐ Listed course(s) HEDI Process
- ☐ 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)

- ☐ Listed course(s) Assessment(s)
- ☐ Listed course(s) HEDI Process
- ☐ Listed course(s) Assignment of Points

7.3) HEDI Table(s)

- ☐ Listed course(s) Assessment(s)
- ☐ Listed course(s) HEDI Process
- ☐ 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)

- ☐ Listed course(s) Assessment(s)
- ☐ Listed course(s) HEDI Process
- ☐ Listed course(s) Assignment of Points

8.1) HEDI Table(s)

- ☐ Listed course(s) Assessment(s)
- ☐ Listed course(s) HEDI Process
- ☐ Listed course(s) Assignment of Points

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

- ☐ Listed course(s) Assessment(s)
- ☐ Listed course(s) HEDI Process
- ☐ Listed course(s) Assignment of Points

8.2) HEDI Table(s)

- ☐ Listed course(s) Assessment(s)
- ☐ Listed course(s) HEDI Process
- ☐ Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining.
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

Ron J Mustica 9/22/14

Teachers Union President Signature: Date:

9-22-14

Administrative Union President Signature: Date:

Ron J Mustica 9/22/14

Board of Education President Signature: Date:

09/22/2014

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances 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 certify 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 such grade.
- The amount of time devoted to test preparation under traditional 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 such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. 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; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

[illegible]	9/22/14

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Thursday, August 28, 2014

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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 : 661901030000

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

661901030000

1.2) School District Name: RYE NECK UFSD

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

RYE NECK UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, September 22, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Rye Neck developed Grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Rye Neck developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Rye Neck developed Grade 2 ELA assessment

	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.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	56-90% of students met their goal. Please see chart labeled SLO Growth.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-28% of students met their goal. Please see chart labeled SLO 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	District, regional, or BOCES-developed assessment	Rye Neck developed Grade K math assessment
1	District, regional, or BOCES-developed assessment	Rye Neck developed Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Rye Neck developed Grade 2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	56-90% of students met their goal. Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-28% of students met their goal. Please see chart labeled SLO 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	District, regional or BOCES-developed assessment	Rye Neck developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Rye Neck developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	56-90% of students met their goal. Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-28% of students met their goal. Please see chart labeled SLO Growth.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Rye Neck developed Grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Rye Neck developed Grade 7 social studies asssessment
8	District, regional or BOCES-developed assessment	Rye Neck developed Grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	56-90% of students met their goal. Please see chart labeled SLO Growth.

Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students met their goal. Please see chart labeled SLO Growth.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Rye Neck developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	56-90% of students met their goal. Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students met their goal. Please see chart labeled SLO 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.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	56-90% of students met their goal. Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students met their goal. Please see chart labeled SLO 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.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal. For students enrolled in Common Core Geometry classes, both NYS Geometry Regents (2005 standards) and the NYS Common Core Geometry Regents will be given; the higher of the two scores will be used. In addition, the Common Core Algebra Regents will be used for Algebra I students.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	56-90% of students met their goal. Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students met their goal. Please see chart labeled SLO 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	District, regional or BOCES-developed assessment	Rye Neck developed Grade 9 English assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Rye Neck developed Grade 10 English assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	56-90% of students met their goal. Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students met their goal. Please see chart labeled SLO 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 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	LOTE	District, Regional or BOCES-developed	Regionally developed FLACS course specific assessment
	Music/Performing Arts	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific music/performing arts course specific assessment
	ESL	State Assessment	NYSESLAT
	Physical Education	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific PE assessment
	Art/Fine Arts	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific Art/Fine Arts assessment
	Technology	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific Technology assessment
	Library	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific Library assessment
	Health	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific Health assessment
	Non-Regents social studies classes	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific social studies assessment
	Non-Regents math classes	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific math assessment
	Non-Regents English classes	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific English assessments
	Non-Regents science classes	District, Regional or BOCES-developed	Rye Neck developed course and or grade specific science assessments
	ELA skills	Grades 3 and up: State-approved 3rd party assessment	Acuity
	Math skills	Grades 3 and up: State-approved 3rd party assessment	Acuity

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.	After analysis of base-line data, teachers shall set individual growth goals for individual students subject to approval by building principal. Teachers will receive HEDI points based on the percentage of students meeting or exceeding the growth goal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	91-100% of students met their goal. Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	56-90% of students met their goal. Please see chart labeled SLO Growth.

Developing (3 - 8 points) Results are below District goals for similar students.	29-55% of students met their goal. Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-28% of students met their goal. Please see chart labeled SLO Growth.

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/12186/503601-TXEtxx9bQW/SLOGrowthChart.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.

No controls.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

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

3. Local Measures (Teachers)

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Updated Monday, September 22, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 4 ELA assessment
5	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 5 ELA assessment
6	4) State-approved 3rd party assessments	Acuity
7	4) State-approved 3rd party assessments	Acuity
8	4) State-approved 3rd party assessments	Acuity

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.

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	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 4 math assessment
5	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 5 math assessment
6	4) State-approved 3rd party assessments	Acuity
7	4) State-approved 3rd party assessments	Acuity
8	4) State-approved 3rd party assessments	Acuity

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 15 Measure of Student Achievement.

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/12149/503602-rhJdBgDruP/Section 3 3 Local 15 or 20 Point Measure of Student Achievement for Teachers.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Rye Neck developed K ELA assessment
1	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 1 ELA assessment
2	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 2 ELA assessment
3	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 3 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

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

K	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade K math assessment
1	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 1 math assessment
2	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 2 math assessment
3	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 3 math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

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	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 6 science assessment
7	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 7 science assessment
8	3) Teacher specific achievement or growth score computed locally	Grade 8 NYS science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attched chart labeled Local 20 Measure of Student Achievement.

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	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 6 social studies assessment
7	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 7 social studies assessment
8	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 8 social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

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	5) District, regional, or BOCES–developed assessments	Rye Neck developed Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in Global History & Geography
American History	3) Teacher specific achievement or growth score computed locally	NYS Regents Exam in US History & Government

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 district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	0-28% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

grade/subject.

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	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Living Environment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Physical Setting/Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Physical Setting/Chemistry
Physics	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Physical Setting/Physics

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 district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see chart labeled Local 20 Meausre of Student Achievement.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see chart labeled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see chart labeled Local 20 Measure of Student Achievement.

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	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Integrated Algebra/NYS Commone Core Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Geometry
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Regents exam in Algebra 2/Trigonometry

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 district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. Both the Integrated Algebra I and the Common Core Algebra Regents will be administered and the higher score will be applied. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

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	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 9 English departmental assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Rye Neck developed Grade 10 English departmental assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents exam

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 district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	29-55% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

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
LOTE	5) District/regional/BOCES–developed	Regionally developed FLACS course specific assessment

	Music/Performing Arts	5) District/regional/BOCES–developed	Rye Neck developed course and or grade specific music/performing arts assessment
	ESL	3) Teacher specific achievement/growth score computed locally	NYSESLAT
	Physical Education	5) District/regional/BOCES–developed	Rye Neck developed course and or grade specific PE assessment
	Art/Fine Arts	5) District/regional/BOCES–developed	Rye Neck developed course and or grade specific Art/Fine Arts
	Technology	5) District/regional/BOCES–developed	Rye Neck developed course and or grade specific Technology assessment
	Library	5) District/regional/BOCES–developed	Rye Neck developed course and grade specific Library assessment
	Health	5) District/regional/BOCES–developed	Rye Neck developed course and grade specific Health assessment
	Non-Regents social studies classes	5) District/regional/BOCES–developed	Rye Neck developed course and or grade specific social studies assessment
	Non-Regents math classes	5) District/regional/BOCES–developed	Rye Neck developed course and or grade specific math assessment
	Non-Regents English classes	5) District/regional/BOCES–developed	Rye Neck course and or grade specific English assessment
	Non-Regents science classes	5) District/regional/BOCES–developed	Rye Neck course and or grade specific science assessment
	ELA skills	4) Grades 3 and up: State-approved 3rd party	Acuity
	Math skills	4) Grades 3 and up: State-approved 3rd party	Acuity

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district has accepted the recommendation of the committee and set a target that 80% of the students will achieve the department-wide or grade level achievement targets. The committee (comprised of district and union representation) shall set an achievement target and the teachers will receive a HEDI score based on the percentage of students who achieve or exceed that target. All teachers with the same grade and or subject will have the same target set.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	91-100% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56-90% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	29-55% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-28% of students met their goal. Please see attached chart labeled Local 20 Measure of Student Achievement.

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/12149/503602-y92vNseFa4/Section 3 13 Local 20 Point Measure of Student Achievement for Teachers.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.

No controls.

3.15) Teachers with More Than One Locally Selected Measure

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

The process for combining multiple locally selected measures into a single subcomponent HEDI category and score will require the district to weight each score based on enrollment and then assign a single subcomponent HEDI category and score. Normal rounding rules will apply.

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, August 28, 2014

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4.1) Teacher Practice Rubric

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

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

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

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

Yes

If you checked "no" above, fill in the group of teachers covered 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]	40
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district is scoring the Danielson 2011 rubric at the component level and have weighted Domains 2 and 3 to be worth 66% of the local 60 Points, due to great emphasis being placed upon classroom instruction and the classroom environment. This model is compliant with Education Section 3012-c, in that it attributes a majority of the Local 60 points to measures observable in the classroom. The parties' negotiated the relative weights of each component to have nearly identical values to account for the respective strengths and weakness of the teaching staff as a whole. The parties utilized the attached conversion charts to ensure that all points (0-60) are obtainable within the rubric. The parties have attributed values to the components within the domains to ensure that all seven teaching standards will be observed on an annual basis.

The Local 60 points have been apportioned in the following manner:

Domain 1: 10 points (17%)
Domain 2: 20 points (33%)
Domain 3: 20 points (33%)
Domain 4: 10 points (17%)

Normal rounding rules will apply. That all observed component will be scored and the uploaded chart is for example purposes only. The final rubric scores listed on the upload are the minimum scores necessary to obtain corresponding HEDI ratings. Where a component is observed multiple times, an average score for that component will be calculated and applied.

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/12179/503603-eka9yMJ855/Danielson Conversion Flow Chart for Section 4 5_1.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To be rated as highly effective overall, the teacher must earn a significant majority of rubric subcomponent scores at the highly effective level producing a rubric score between 3.5 and 4.0. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document.
Effective: Overall performance and results meet NYS Teaching Standards.	To be rated as effective overall, the teacher must earn a significant majority of rubric subcomponent scores at or above the effective level producing a rubric score between 2.6 and 3.4. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be rated as developing overall, the teacher must earn a significant majority of rubric subcomponent scores below the effective level producing a rubric score between 1.9 and 2.581. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be rated as ineffective overall, the vast majority of the teacher's rubric scores must be below the developing level producing a rubric score at or below 1.887. The teacher's overall rubric score will determine the specific point assignment using a conversion chart similar to the sample in the APPR Guidance document.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	1
Enter Total	4

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	0
Informal/Short	2
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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

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

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Thursday, August 28, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/503605-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN13-14.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:

Appeals Process:
A. Any teacher who receives an ineffective or a tenured teacher who receives a developing rating on his/her APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Appeals Committee, the members of which shall be trained for the purposes of hearing appeals. The teacher’s written appeal may be supplemented by documentary evidence submitted by the teacher along with the written appeal document. The evaluator shall also have the right to issue in writing to the Appeals Committee the

reasons for his/her decision, and may submit documentary evidence along with his/her written submission to the Appeals Committee.

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

The areas of concern as referenced above for which a teacher who is rated ineffective or a tenured teacher who is rated developing on his/her APPR may bring an appeal are:

1. The substance of the annual professional performance review;
2. The District's adherence to the standards and methodologies required for the APPR;
3. The adherence to the Part 30 Regents Rules;
4. Compliance with the locally negotiated procedures that govern the APPR; and/or
5. The District's issuance and/or implementation of a TIP (where applicable).

C. An appeal of an evaluation or a TIP must be commenced within ten (10) work days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The first appeal shall be to the Appeals Committee. The committee shall be comprised of the following members:
The RNTA President or designee
A tenured Department Chairperson or Team Leader as selected by the RNTA
Two Administrators, who were not involved in the observation process

Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with training.

The Appeals Committee shall conduct its proceedings confidentially and must come to a decision regarding the appeal. The Appeals Committee shall keep its deliberations confidential. The decision of the Appeals Committee shall be communicated in writing to the Superintendent of Schools and the teacher within ten (10) work days of the submission of the written appeal.

E. Following the receipt of the decision of the Appeals Committee, the Superintendent shall make his decision in writing within ten (10) work days of receipt of the Appeals Committee decision. The decision of the Superintendent, so long as the decision is made within the timeframe set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. In the event that the Decision of the Superintendent is not made within the timeframe contained in this paragraph, the appeal shall be sustained.

F. Notwithstanding the language contained in Section 6.3 of the Review Room (Teacher Appeals Process - Paragraphs A through E), in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the second tier appeal may be made, within the timeframe set forth in Paragraph "C" of Section 6.3, to one of the three agreed upon arbitrators selected on a rotating basis, based on order and reasonable timeframe of availability, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan, within sixty (60) school days of the filing of the written appeal

The parties have agreed upon the following three arbitrators: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman. In the event any of the named arbitrators are no longer serving in such capacity or are otherwise unavailable, the parties shall mutually agree upon alternative named arbitrators.

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

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

All evaluators and lead evaluators were trained by Southern BOCES and are certified as per state authorization. Recertification will occur in the same manner.

To ensure inter-rater reliability, all evaluators will be trained by Southern BOCES by using the Danielson 2011 model.

Training summary from SWBOCES--30 hours
NY teaching standards and evidence based observations

Creating continuous improvement cycles
Creating a framework for developing effective SLOs
Evidence based observation protocols and exploration of the growth value added model
Writing quality student learning objectives

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 Monday, September 22, 2014

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

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

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

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

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

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	K-2 ELA	District, regional, or BOCES-developed	Rye Neck developed K-2 ELA assessments
	K-2 math	District, regional, or BOCES-developed	Rye Neck developed K-2 math 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.	Principals in collaboration with superintendent will set individual student growth targets based on base-line data. Principals will receive a HEDI score based on the percentage of students meeting or exceeding that target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.

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/12156/503606-lha0DogRNw/SLOGrowthChart--Principals.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

No controls.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
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 Monday, September 22, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	3-5	(d) measures used by district for teacher evaluation	Rye Neck developed course specific summative assessments
	6-8	(d) measures used by district for teacher evaluation	Acuity
	6-8	(d) measures used by district for teacher evaluation	Rye Neck developed course specific summative assessments
	6-8	(d) measures used by district for teacher evaluation	NYS Grade 8 State science assessment
	6-8	(d) measures used by district for teacher evaluation	NYS Living Environment Regents
	9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	6-year graduation rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The achievement targets will be set by principals and superintendent and a HEDI score will be given based on the percentage of students meeting or exceeding that target. The high school principal will be assigned a HEDI score based on the -graduation rate as indicated in the chart attached. The cohort will be the students graduating who had begun 6 years prior. The basis for the 6 year graduation rate is to capture all students who have the option of completing their high school requirements until the age of 21.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.

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

(No response)

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

assets/survey-uploads/12190/503607-qBFVOWF7fC/localmeasure.principals_1.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Rye Neck developed course specific summative assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The achievement targets will be set by principals and superintendent and a HEDI score will be given based on the percentage of students meeting or exceeding that target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the attached Principal Achievement charts.

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/12190/503607-T8MlGWUVm1/localmeasures.principalselem_1.docx

8.3) Locally Developed Controls

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

No controls.

8.4) Principals with More Than One Locally Selected Measure

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

The administrative scores are assigned by averaging their respective students' achievement scores, weighted proportionately based on enrollment and applying those scores to the attached chart. Normal rounding rules will apply.

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, August 28, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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
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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Teacher 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.

The Local 60 Measure of Principal Effectiveness

The Multidimensional Principal Performance Rubric (“MPPR”) shall be used to inform the Local 60% of the composite APPR score as part of the evaluation initiative for the 2013-2014 school year and each school year thereafter in consideration of the implementation of New York State Education Law §3012-c regarding annual professional performance reviews of building principals.

The MPPR will be used at the domain level to measure each of the ISLLC Standards. The point six domains of the MPPR are delineated as follows:

Multidimensional Principal Performance Rubric Points
Domain 1: Shared Vision of Learning 9
a. Culture
b. Sustainability
Domain 2: School Culture & Instructional Program 17
a. Culture
b. Instructional Program
c. Capacity Building
d. Sustainability
e. Strategic Planning Process
Domain 3: Safe, Efficient, Effective Learning Environment 15
a. Capacity Building
b. Culture
c. Sustainability
d. Instructional Program
Domain 4: Community 9
a. Strategic Planning Process: Inquiry
b. Culture
c. Sustainability
Domain 5: Integrity, Fairness, Ethics 6
a. Sustainability
b. Culture
Domain 6: Political, Social, Economic, Legal & Cultural Context 4
a. Sustainability
b. Culture

TOTAL POINTS 60

The Superintendent of Schools shall determine the points within each of the domains, taking into account the elements of each domain, to the extent necessary to account for each of the six ISLLC Standards on an annual basis. The Superintendent of Schools shall evaluate all Central Office, District-wide and Building-Level administrators using the MPPR Rubric; provided, however, only Building Principals shall be given an APPR composite effectiveness rating on the 0-100 point scale.

The Local 60 Points will be computed for the purpose of the Final Summative Evaluation for Building Principals based upon the following methodology:

• A “Highly Effective” rating shall receive 100% of the total point value for the domain.
• An “Effective” rating shall receive 96% of the total point value for the domain.
• A “Developing” rating shall receive 82.5% of the total point value for the domain.
• An “Ineffective” rating shall receive no points.

Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-13 and thereafter:
Rating Point Range
Highly Effective 59-60
Effective 55-58
Developing 45-54
Ineffective 0-44

Normal rounding rules will apply. Once all visists are completed, a score for each domain will be determined based on evidence observed and collected over the course of multiple visits.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed ISLLC leadership standards.
Effective: Overall performance and results meet standards.	Overall performance and results meets ISLLC leadership standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet ISLLC leadership standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet ISLLC leadership standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	45-54
Ineffective	0-44

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	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)

Created Tuesday, April 30, 2013
Updated Thursday, August 28, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	59-60
Effective	55-58
Developing	45-54
Ineffective	0-44

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, August 28, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/503610-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN.13-14_1.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:

Appeals Process:

A. Any principal who receives an "ineffective" rating on his/her annual composite APPR or a tenured principal who receives a "developing" composite APPR rating, having also received a rating at or below "developing" on the Local 60 Points, shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Superintendent's administrative designee, who shall be

trained in accordance with the requirements of the statute and regulations and also possesses either an appropriate district-wide administrative Certification.

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

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) business days of the presentation of the final document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during said ten (10) business day period that the principal is on a planned vacation. Any time that is tolled will be timely and expeditious in accordance with education law 3012-c. In the case of a PIP appeal, there shall be a second ten (10) business day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the tenth business day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during said ten (10) working day period that the principal is on a planned vacation. Any time that is tolled will be timely and expeditious in accordance with education law 3012-c.

D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within ten (10) business days of the receipt of the appeal. This period shall be tolled for any days during said ten (10) business day period that the Superintendent's administrative designee is on a planned vacation. Any time that is tolled will be timely and expeditious in accordance with education law 3012-c. The decision of the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

E. 1. Notwithstanding the language contained in Section 11.3 of the Review Room (Principal Appeals Process - Paragraphs A through D), in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be made within the timeframe set forth in Paragraph "C" in Section 11.3, to an arbitrator selected on a rotating basis from one of the three agreed upon arbitrators selected on a rotating basis, based on order and reasonable timeframe of availability, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision.

The parties have agreed upon the following three arbitrators: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman. In the event any of the named arbitrators are no longer serving in such capacity or are otherwise unavailable, the parties shall mutually agree upon alternative named arbitrators.

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.

For training, all state-licensed administrators received 15 hours of lead evaluator training through Southern Westchester BOCES. For insuring inter-relator reliability, all participate in bi-monthly meetings that include cooperative work on the evaluation process; and all evaluations are finalized by the superintendent. All bi-monthly administrative cabinet meetings will include APPR training and discussion. In addition,to ensure inter-rater reliability all observers will complete certification which will include training in the Multi-dimensional Principal's Performance Rubric model through Southern Westchester BOCES.

Training summary from SWBOCES, 30 hours
NY teaching standards and evidence based observations
Creating continuous improvement cycles
Creating a framework for developing effective SLOs
Evidence based observation protocols and exploration of the growth value added model
Writing quality student learning objectives
Big picture and new regulations

Recertification will take place 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 Wednesday, September 10, 2014

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/12158/1549350-3Uqgn5g9Iu/signature.11413.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.

Rye Neck Union Free School District
SLO Growth Chart

% of students meeting the target	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

Table 1 - Section 3.3

Rye Neck Union Free School District
Local 15 Measure of Student Achievement
(Using Data from Acuity, State Assessments, or Locally developed Assessments, as applicable – to be used upon the State's introduction of a Value-Added Growth Model)*

% of students meeting the achievement target	Highly Effective	Effective	Developing	Ineffective
0-22				0
23-25				1
26-28				2
29-33			3	
34-38			4	
39-43			5	
44-49			6	
50-55			7	
56-60		8		
61-66		9		
67-72		10		
73-78		11		
79-84		12		
85-90		13		
91-94	14			
95-100	15			

*** In the event that the State does not have an approved Value-Added Growth Measure, Table 2 (containing 0-20 points) Shall be used instead of Table 1.**

Table 2 – Section 3.3
Rye Neck Union Free School District
Local 20 Measure of Student Achievement
(Using Data from Acuity, State Assessments, or Locally developed Assessments, as applicable)

% of students meeting the achievement target	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

Section 3.13

Rye Neck Union Free School District
Local 20 Measure of Student Achievement
(Using Data from Acuity, SLOs State Assessments or Locally Developed Assessments, As Applicable)

% of students meeting the achievement target	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

Section 4.4: Conversion Flow Chart – Local 60 Points for Teachers– with Sample Point Spread

		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
		Relative Value of Each Domain	Relative Value of Each Component	Evaluator Rating (1-4) in each Weighted Component (4=HE, 3=E, 2=D, 1=I)	Weigh Component Scores	Domain Score	Weigh Total Domain Score and Compute Total	HEDI Bands	Conversion Chart	
Domain1		17%						H=59-60	Average Rubric Score	Converted Score
	A		0%					E=57-58	1	0
	B		25%	2	0.5			D=50-56	1.018	1
	C		25%	2	0.5			I=0-49	1.032	1.2
	D		0%						1.035	1.4
	E		25%	2	0.5				1.042	1.6
	F		25%	2	0.5				1.048	1.8
			100%			2	0.34		1.05	2
Domain 2		33%							1.053	2.5
	A		33.3%	2	0.666				1.065	3
	B		33.4%	3	1.002				1.067	3.5
	C		33.3%	3	0.999				1.07	4
	D		0%						1.084	4.5
	E		0%						1.108	5
			100%			2.667	0.88011		1.115	5.5
Domain 3		33%							1.123	6
	A		25%	2	0.5				1.131	6.5
	B		25%	3	0.75				1.136	7
	C		25%	4	1				1.146	7.5
	D		25%	2	0.5				1.154	8
	E		0%						1.162	8.5
			100%			2.75	0.9075		1.169	9
Domain 4		17%							1.177	9.5
	A		25%	4	1				1.185	10
	B		0%						1.192	10.5
	C		25%	4	1				1.2	11
	D		25%	4	1				1.208	11.5
	E		0%						1.217	12
	F		25%	3.5	0.875				1.225	12.5
			100%			3.875	0.65875		1.233	13
									1.242	13.5
Total		100%			**Evaluation Score**		**2.786**		1.25	14
									1.258	14.5
					Local 60 Points		57.600		1.267	15
					Rounded Score		58		1.275	15.5
					Composite Effectiveness Rating		**E**		1.283	16

1.292	16.5
1.3	17
1.308	17.5
1.317	18
1.325	18.5
1.333	19
1.342	19.5
1.35	20
1.358	21
1.367	22
1.375	23
1.383	24
1.392	25
1.4	26
1.417	27
1.435	28
1.468	29
1.484	30
1.5	31
1.517	32
1.533	33
1.567	34
1.6	35
1.634	36
1.647	37
1.649	38
1.666	39
1.7	40
1.737	41
1.754	42
1.784	43
1.8	44
1.819	45
1.831	46
1.853	47
1.866	48
1.887	49
1.9	50
1.95	51
2	52
2.067	52.4
2.1	52.8
2.153	53
2.188	53.4

2.2	53.7
2.237	54
2.3	54.3
2.386	54.7
2.4	55
2.437	55.3
2.485	55.7
2.5	56
2.532	56.2
2.581	56.4
2.6	57
2.629	57.1
2.662	57.2
2.679	57.3
2.7	57.4
2.73	57.5
2.781	57.6
2.8	57.7
2.9	57.8
3	57.9
3.1	58
3.2	58.1
3.3	58.2
3.4	58.3
3.5	58.5
3.6	59
3.7	59.5
3.8	59.8
3.9	59.9
4	60

HEDI Rating	**Conversion Score (1-4)**	**Local 60 Point negotiated ranges**
Highly Effective	3.5-4.0	59-60
Effective	2.6-3.4	57-58
Developing	1.9-2.581	50-56
Ineffective	1-1.887	0-49

TEACHER IMPROVEMENT PLAN

Name:_____ **Building:_____** **Date:_____**

☐ **Probationary Year 1** ☐ **Probationary Year 2** ☐ **Probationary Year 3** ☐ **Tenured**

Area(s) for Improvement	**Goals & Objectives** ***Teacher will…***	**Strategies & Supports**	**Anticipated Outcomes**	**Completion Date (if applicable)**

Progress Monitoring Meetings

Dates	Summary	Next Steps

Upon final evaluation at the terminal date of the TIP, the following has been determined:

[ ] TIP Completed **Date of TIP Completion (if applicable)**

[ ] TIP Not Completed

_____ _____

Teacher's Signature* **Date**

_____ _____

Administrator's Signature **Date**

* Signature acknowledges receipt of this document, not necessarily agreement with the contents thereof.

Rye Neck Union Free School District
SLO Growth Chart
Principals

% of students meeting the target	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

Rye Neck Union Free School District
Local 15 Measure of Student Achievement
For Elementary and Middle Schools Principals

% of students meeting the target	Highly Effective	Effective	Developing	Ineffective
0-22				0
23-25				1
26-28				2
29-33			3	
34-38			4	
39-43			5	
44-49			6	
50-55			7	
56-60		8		
61-66		9		
67-72		10		
73-78		11		
79-84		12		
85-90		13		
91-94	14			
95-100	15			

Rye Neck Union Free School District
15 POINT ACHIEVEMENT MEASURE FOR THE 2013-14 SCHOOL YEAR
High School Principal

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-22				0
23-25				1
26-28				2
29-33			3	
34-38			4	
39-43			5	
44-49			6	
50-55			7	
56-60		8		
61-66		9		
67-72		10		
73-78		11		
79-84		12		
85-90		13		
91-94	14			
95-100	15			

Rye Neck Union Free School District
Local 20 Measure of Student Achievement
For Elementary and Middle School Principals

% of students meeting the target	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

20 Point Achievement Measure for the 2013-14 School Year
High School Principal

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

Rye Neck Union Free School District
Local 20 Measure of Student Achievement
For Elementary Principals

% of students meeting the target	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-85		16		
86-90		17		
91-94	18			
95-97	19			
98-100	20			

PRINCIPAL IMPROVEMENT PLAN

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

Upon final evaluation at the terminal date of the PIP, the following has been determined:

[ ] PIP Completed **Date of PIP Completion (if applicable)**

[ ] PIP Not Completed

_____ _____
Principal's Signature **Date**

_____ _____
Evaluator's Signature **Date**

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 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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

10-30-13

Teachers Union President Signature: Date:

10.30.13

Administrative Union President Signature: Date:

11/4/13

Board of Education President Signature: Date:

11/4/13