



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

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April 22, 2015

**Revised**

Frank Alvarez, Superintendent  
Rye City School District  
411 Theodore Fremd Avenue  
Rye, NY 10580

Dear Superintendent Alvarez:

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

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Harold Coles

**NOTE:**

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

# Annual Professional Performance Reviews

Created Friday, May 16, 2014

Updated Wednesday, June 25, 2014

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## 1

### Disclaimers

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

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

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

661800010000

#### 1.2) School District Name:

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

RYE CITY SD

#### 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 BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, 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 2012-13 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 Friday, May 16, 2014

Updated Wednesday, February 18, 2015

### Page 1

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

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Gr. 4, 5 ELA state assessment
1	School-or BOCES-wide, group or team results based on State assessments	Gr. 4, 5 ELA state assessment
2	School-or BOCES-wide, group or team results based on State assessments	Gr. 4, 5 ELA state 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.

Grades K-2: Teachers' school wide measure will be based on the State provided building scores for gr. 4-5 ELA, which will be combined by being weighted proportionately based on the number of students. HEDI points will be awarded based upon the attached SLO conversion chart.  
For grade 3: Students will be given an ELA pre-test at the beginning of the year; principal will establish a baseline that will be used to set individual growth targets. HEDI points will

be allocated to a teacher based upon the % of students meeting/exceeding individual targets. The attached 20-25 point conversion chart will be utilized once a value added model is implemented.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63-89% of students met their goal. Please see chart labeled SLO growth 20
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met their goal. Please see chart labeled SLO growth 20.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Gr. 4,5 Math State Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Gr. 4, 5 Math State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Gr. 4, 5 Math State Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Grades K-2: Grades K-2: Teachers' school wide measure will be based on the State provided building scores for gr. 4-5 Math, which will be combined by being weighted proportionately based on the number of students. HEDI points will be awarded based upon the attached SLO conversion chart.  
 For grade 3: Students will be given an Math pre-test at the beginning of the year; principal will establish a baseline that will be used to set individual growth targets. HEDI points will be allocated to a teacher based upon the % of students meeting/exceeding individual targets. The attached 20-25 point conversion chart will be utilized once a value added model is implemented.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63-89% of students met their goal. Please see chart labeled SLO growth 20
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met their goal. Please see chart labeled SLO growth 20.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science assessment and 8th grade Earth Science Regents assessment
7	School- or BOCES-wide, group or team results based on State assessments	8th Grade State Science assessment and 8th grade Earth Science Regents 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.	For grades 6-7 , using baseline data, the principal will establish schoolwide growth targets. HEDI points will be awarded based upon the schoolwide % of students meeting or exceeding the targets. For grade 8: Using baseline data, the principal will establish individual student growth targets. HEDI points will be awarded based upon the % of students meeting or exceeding those targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63-89% of students met their goal. Please see chart labeled SLO growth 20
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met their goal. Please see chart labeled SLO growth 20.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYS grade 6, 7 and 8 ELA assessments
7	School- or BOCES-wide, group or team results based on State assessments	NYS grade 6, 7 and 8 ELA assessments
8	School- or BOCES-wide, group or team results based on State assessments	NYS grade 6,7, and 8 ELA assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers' school wide measure will be based on the State provided building score for gr 6-8 ELA, which will be combined by being weighted proportionately based on the number of students. This will then be converted to a HEDI score using the attached ranges. The attached 20-25 point conversion chart will be utilized once a value added model is implemented.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached chart.

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global II Regents

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For Global I: Using baseline data, the principal will establish school-wide growth targets. HEDI points will be allocated based upon the school-wide % of students meeting /exceeding targets. For Global II and American History: Using baseline data, the principal will establish individual growth targets. The HEDI points will be awarded based upon the % of students meeting or exceeding those targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet District goals for similar students.	63-89% of students met their goal. Please see chart labeled SLO growth 20
Developing (3 - 8 points) Results are below District goals for similar students.	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met their goal. Please see chart labeled SLO growth 20.

## 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	Not applicable	Not applicable

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.	Using baseline data, the principal will establish individual student growth targets. HEDI points will be allocated to a teacher based on the % of students meeting /exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet District goals for similar students.	63-89% of students met their goal. Please see chart labeled SLO growth 20
Developing (3 - 8 points) Results are below District goals for similar students.	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met their goal. Please see chart labeled SLO growth 20.

## 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.	<p>Algebra 1 : Using baseline data, the principal will assign individual growth targets. HEDI points will be allocated to a teacher based on the % of students meeting /exceeding individual targets. The district will utilize the Common Core Algebra regents assessment 8-12.</p> <p>Teachers of Algebra 2 and Geometry (when Regents is administered) - using baseline data, the principal will assign individual growth targets. HEDI points will be allocated to a teacher based on the school wide % of students meeting /exceeding performance targets.</p> <p>So long as allowed by SED, for Algebra 2 and Geometry, the district may administer both the Regents assessments aligned to the 2005 Learning Standards and the Common Core Regents assessments. Where students take both, the higher of the two scores will be used for APPR purposes. When Regents assessments aligned to the 2005 Learning Standards are no longer offered, only the Common Core Regents assessments will be used</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet District goals for similar students.	63-89% of students met their goal. Please see chart labeled SLO growth 20
Developing (3 - 8 points) Results are below District goals for similar students.	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met their goal. Please see chart labeled SLO growth 20.

## 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 District Developed Grade 9 departmental English examination
Grade 10 ELA	Regents assessment	Comprehensive English Regents Assessment (2014-2015), Rye Developed Gr. 10 (2015-2016 and beyond)
Grade 11 ELA	Regents assessment	Rye District Developed Grade 11 departmental English examination(2014-15), Common core Regents Assessment ( beginning in 2015-16)

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 in addition to the Common Core English Regents, or just the latter, 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.	Using baseline data, The principal will establish individual growth targets. HEDI points will be allocated to a teacher based on the % of students meeting /exceeding performance targets. So long as allowed by SED, the district may administer both the Regents assessments aligned to the 2005 Learning Standards and the Common Core Regents assessments. Where students take both, the higher of the two scores will be used for APPR purposes. When Regents assessments aligned to the 2005 Learning Standards are no longer offered, only the Common Core Regents assessments will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet District goals for similar students.	63-89% of students met their goal. Please see chart labeled SLO growth 20
Developing (3 - 8 points) Results are below District goals for similar students.	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met their goal. Please see chart labeled SLO growth 20.

## 2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
High School Social Studies non-Regents	School/BOCES-wide/group/team results based on State	NYS global History Regents, NYS American History Regents

High School Science non-Regents	School/BOCES-wide/group/team results based on State	NYS Living Environment and Chemistry Regents
High School English non-core	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents, Common Core ELA Regents Assessment
High School Math non-Regents	School/BOCES-wide/group/team results based on State	NYS Common Core Algebra 1/Geometry
Teacher with minimum number of students taking NYSESLAT	State Assessment	NYSESLAT
All other courses grade K-5	School/BOCES-wide/group/team results based on State	NYS ELA and Math grades 4 and 5
All other courses Gr. 6-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math grade 6,7,& 8 and Common Core Algebra 1 Regents
All other courses gr. 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive/Common core English and Common Core Algebra I Regents
All other grade 4-8 who did not receive state growth scores	State Assessment	NYS 4-8 ELA and Math

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.	<p>For all other courses grades 6-12: Using baseline data, the principal will establish individual growth targets. HEDI points will be allocated to a teacher based on the schoolwide % of students meeting /exceeding targets.</p> <p>So long as allowed by SED, the district may administer both the Regents assessments aligned to the 2005 Learning Standards and the Common Core Regents assessments. Where students take both, the higher of the two scores will be used for APPR purposes. When Regents assessments aligned to the 2005 Learning Standards are no longer offered, only the Common Core Regents assessments will be used</p> <p>For K- 5 teachers measure will be based on the State provided building score for gr 4-5 ELA and Math , which will be combined by being weighted proportionately based on the number of students. This will then be converted to a HEDI score using the attached ranges.</p> <p>The attached 20-25 point conversion chart (for all other grade K-5 courses) will be utilized once a value added model is implemented.</p> <p>For any teacher of grades 4-8 Math or ELA that does not receive as state provided growth score: Using baseline data , the principal will establish individual growth targets. HEDI points will be allocated to a teacher, based upon the % of students meeting/exceeding those targets.,</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students met their goal. Please see chart labeled SLO growth 20
Effective (9 - 17 points) Results meet District goals for similar students.	63-89% of students met their goal. Please see chart labeled SLO growth 20

Developing (3 - 8 points) Results are below District goals for similar students.	53-62% of students met their goal. Please see chart labeled SLO growth 20
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met their goal. Please see chart labeled SLO growth 20.

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/12186/1333547-TXEttx9bQW/2.11APPR Charts(20 ptsSLO and 25 pt conversion) 2014submission.pdf

## 2.12) Locally Developed Controls

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

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

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

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

### 3. Local Measures (Teachers)

Created Tuesday, June 03, 2014

Updated Friday, February 06, 2015

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#### Page 1

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

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA 3, 4, 5
5	6(ii) School wide measure computed locally	NYS ELA 3,4,5
6	6(ii) School wide measure computed locally	NYS ELA 6,7,8
7	6(ii) School wide measure computed locally	NYS ELA 6,7,8
8	6(ii) School wide measure computed locally	NYS ELA 6,7,8

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>At the elementary school level for grades K-5 teachers, the district will assign scores based on the aggregate % of all elementary students scoring at or above the state determined proficiency cutoff (level 3 or 4) on the state assessments in ELA. HEDI points will be assigned based on the % of students meeting/exceeding the performance targets.</p> <p>At the middle school level, for all grade 6-8 teachers, scores will be assigned to a teacher based on the aggregate % of all middle students scoring 3 or 4 on state assessments in ELA . HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.</p>
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The 20 point chart in task 3.13 will be used to assign HEDI points, until a value added measure is implemented.

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

Please see chart labeled Scoring Bands for local 15 points.

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

Please see chart labeled Scoring Bands for local 15 points.

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

Please see chart labeled Scoring Bands for 15 points.

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

Please see chart labeled Scoring Bands for local 15 points.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Math 3,4,5
5	6(ii) School wide measure computed locally	NYS Math 3,4,5
6	6(ii) School wide measure computed locally	NYS Math 6,7,8 and Gr. 8 Common Core Algebra Regents
7	6(ii) School wide measure computed locally	NYS Math 6, 7,8 and Gr. 8 Common Core Algebra Regents
8	6(ii) School wide measure computed locally	NYS Math 6,7,8 and and Gr. 8 Common Core Algebra Regents

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.

At the elementary school level for grades K-5 teachers, the district will assign scores based on the aggregate % of all elementary students scoring at or above the state determined proficiency mark (level 3 or 4) on the state assessments in Math. HEDI points will be assigned based on the % of students meeting/exceeding the performance targets.

At the middle school level, for all grade 6-8 teachers, scores will be assigned based on the aggregate % of all middle students scoring 3 or 4 on state assessments (level 3 or 4) in math and passing scores (65) on common core algebra exams, HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.

The 20 point chart in task 3.13 will be used to assign HEDI points, until a value added measure is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 15 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 15 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for 15 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 15 points.

### 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/12149/1371846-rhJdBgDruP/3.3 LOCAL15 and 20 Charts.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA 3, 4 and 5
1	6(ii) School-wide measure computed locally	NYS ELA 3, 4, and 5
2	6(ii) School-wide measure computed locally	NYS ELA 3, 4, and 5
3	6(ii) School-wide measure computed locally	NYS ELA 3, 4, and 5

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.	At the elementary school level, for grades K-3 teachers , the district will assign scores based on the aggregate percentage of all elementary students (gr. 3-5)scoring at or above the state determined proficiency level (Level 3 or 4 ) on the state assessments in ELA. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.

### 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	6(ii) School-wide measure computed locally	NYS Math 3, 4, and 5
1	6(ii) School-wide measure computed locally	NYS Math 3, 4 and 5
2	6(ii) School-wide measure computed locally	NYS Math 3, 4, and 5
3	6(ii) School-wide measure computed locally	NYS Math 3, 4 and 5

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.	At the elementary school level, for grades K-3 teachers, the district will assign scores based on the aggregate percentage of all elementary students (gr. 3-5) scoring at or above the state determined level of proficiency (level 3 or 4) on the state assessments in math. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	average of 8th grade NYS science and 8th grade NYS Earth Science Regents
7	6(ii) School wide measure computed locally	average of 8th grade NYS science and 8th grade NYS Earth Science Regents
8	6(ii) School wide measure computed locally	average of 8th grade NYS science and 8th grade NYS Earth Science Regents

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.	At the middle school level, for grades 6-8 science teachers, the district will assign scores based on the average % of students scoring at or above the state determined level of proficiency (65) on the 8th grade NYS Science and NYS Earth Science Regents assessments. HEDI points will be allocated to each teacher, based upon the school-wide % of students meeting/exceeding targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 6, 7 and 8th grade state ELA assessment
7	6(ii) School wide measure computed locally	NYS 6, 7, and 8th grade state ELA assessment
8	6(ii) School wide measure computed locally	NYS 6,7 and 8th grade state ELA 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.	For grades 6-8 social studies teachers, the district will assign scores based on the aggregate % of all middle school students (grades 6-8) scoring at or above the state determined proficiency level ( level 3 or 4) on the state assessments in ELA.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Please see chart labeled Scoring Bands for local 20 points.

grade/subject.

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

Please see chart labeled Scoring Bands for 20 points.

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

Please see chart labeled Scoring Bands for local 20 points.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History Regents and NYS American History Regents, AP Art History, AP Govt. and Politics, AP U.S. History, AP World History, AP European History, AP Macroeconomics and AP Psychology
Global 2	6(ii) School wide measure computed locally	NYS Global History Regents and NYS American History Regents, AP Art History, AP Govt. and Politics, AP U.S. History, AP World History, AP European History, AP Macroeconomics and AP Psychology
American History	6(ii) School wide measure computed locally	NYS Global History Regents and NYS American History Regents, AP Art History, AP Govt. and Politics, AP U.S. History, AP World History, AP European History, AP Macroeconomics and AP Psychology

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.

At the high school level, the district will assign scores to a teacher based on the aggregate % of all high school students scoring 65 or higher on Regents and the % of students taking Advanced Placement courses who score 3 or better on at least one of the listed AP exams. HEDI points will be allocated to a teacher, based upon the % of students meeting/exceeding performance targets.

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

Please see chart labeled Scoring Bands for local 20 points.

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

Please see chart labeled Scoring Bands for local 20 points.

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

Please see chart labeled Scoring Bands for 20 points.

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

Please see chart labeled Scoring Bands for local 20 points.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment Regents, AP Biology, AP Chemistry, AP Environmental Science and AP Physics 1
Earth Science	6(ii) School wide measure computed locally	NYS Living Environment Regents, AP Biology, AP Chemistry, AP Environmental Science and AP Physics 1
Chemistry	6(ii) School wide measure computed locally	NYS Living Environment Regents, AP Biology, AP Chemistry, AP Environmental Science and AP Physics 1
Physics	6(ii) School wide measure computed locally	NYS Living Environment Regents, AP Biology, AP Chemistry, AP Environmental Science and AP Physics 1

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.	At the high school level, the district will assign scores to a teacher based on the aggregate % of all high school students scoring 65 or higher on Regents and the % of students taking Advanced Placement courses who score 3 or better on at least one of the listed AP exams. HEDI points will be allocated to a high school teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Algebra 1 Common Core Regents ( grades 8-12), AP: Calculus AB, BC, and AP Statistics, AP Computer Science A, and Common Core Geometry (when administered)
Geometry	6(ii) School wide measure computed locally	Algebra 1 Common Core Regents ( grades 8-12) AP Calculus AB,BC, and AP Statistics, AP Computer Science A and Common Core Geometry (when administered)
Algebra 2	6(ii) School wide measure computed locally	Algebra 1 Common Core Regents ( grades 8-12), AP Calculus AB,BC and AP Statistics, and AP Computer Science A and Common Core Geometry (when administered)

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, 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 3.13, below.	At the high school level, the district will assign scores to a teacher based on the aggregate % of all high school students scoring 65 or higher on Regents and the % of students taking Advanced Placement courses who score 3 or better on at least one of the listed AP exams. HEDI points will be allocated to a high school teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS English common core Regents (when administered) , AP English Lang. /Comp, AP English Lit Comp
Grade 10 ELA	6(ii) School wide measure computed locally	NYS English common core Regents(when administered) , AP English Lang. /Comp, AP English Lit Comp
Grade 11 ELA	6(ii) School wide measure computed locally	NYS English common core Regents ( when administered) , AP English Lang. /Comp, AP English Lit Comp

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 in addition to the Common Core English Regents, 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 3.13, below.	At the high school level, the district will assign scores to a teacher based on the aggregate % of all high school students scoring 65 or higher on Regents and the % of students taking Advanced Placement courses who score 3 or better on at least one of the listed AP exams. HEDI points will be allocated to a high school teacher based on the % of students meeting/exceeding performance targets. So long as allowed by SED, the district may administer both the Regents assessments aligned to the 2005 Learning Standards and the Common Core Regents assessments. Where students take both, the higher of the two scores will be used for APPR purposes. When Regents assessments aligned to the 2005 Learning Standards are no longer offered, only the Common Core Regents assessments will be used
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for 20 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart labeled Scoring Bands for local 20 points.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses grade K-5	6(ii) School wide measure computed locally	NYS gr. 3,4,5 ELA and Math Assessments
All other courses Gr. 6-8	6(ii) School wide measure computed locally	NYS gr. 6,7,8 ELA, Math and Common Core Algebra 1 Regents
High School English non-core	6(ii) School wide measure computed locally	NYS Common Core English Regents (when administered) , AP English Lang. /Comp, AP English Lit Comp
High School Math non-Regents	6(ii) School wide measure computed locally	Algebra 1 Common Core Regents ( grades 8-12), AP: Calculus AB, BC, and AP Statistics, AP Computer Science A and Geometry Common Core Regents (when administered)
High School Science non-Regents	6(ii) School wide measure computed locally	NYS Living Environment Regents, AP Biology, AP Chemistry, AP Environmental Science and AP Physics 1
High School Social Studies non-Regents	6(ii) School wide measure computed locally	NYS Global History Regents and NYS American History Regents, AP Art History, AP Gvt. and Politics, AP U.S. History, AP World History, AP European History, and AP Psychology and AP Macroeconomics
All other courses gr. 9-12	6(ii) School wide measure computed locally	All HS Regents exams (Common Core when administered) administered in the building, and AP: Studio Art Drawing, Studio Art2D design, Art History, Psychology, US Hist., Euro. Hist, Govt and Politics, World Hist., Macroeconomics, Chemistry, Environ. Sci, Physics 1, Biology, Calc. AB,BC, Statistics, Computer Science A, Lit. and Comp., Lang. and Comp, Spanish Language and Culture, French Lang and Culture and Latin.

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For K-5 and Middle school teachers: Using baseline data, teachers in collaboration with the principal , will set school wide growth targets. HEDI will be allocated based upon the school-wide % of students meeting/exceeding the school-wide target.</p> <p>At the high school level, the district will assign scores to a teacher based on the aggregate % of all high school students scoring 65 or higher on Regents and the % of students taking Advanced Placement courses who score 3 or better on at least one of the listed AP exams. HEDI points will be allocated to a high school teacher based on the schoolwide % of students meeting/exceeding performance targets.</p> <p>So long as allowed by SED, the district may administer both the Regents assessments aligned to the 2005 Learning Standards and the Common Core Regents assessments. Where students</p>
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take both, the higher of the two scores will be used for APPR purposes. When Regents assessments aligned to the 2005 Learning Standards are no longer offered, only the Common Core Regents assessments will be used.

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

Please see chart labeled Scoring Bands for local 20 points.

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

Please see chart labeled Scoring Bands for local 20 points.

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

Please see chart labeled Scoring Bands for 20 points.

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

Please see chart labeled Scoring Bands for local 20 points.

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/12149/1371846-y92vNseFa4/Local20.pdf

### 3.14) Locally Developed Controls

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

(No response)

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

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

If there are any teachers with multiple locally selected measures, scores will be computed separately for each measure, weighted and averaged proportionally.

### 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 Monday, May 19, 2014

Updated Friday, February 06, 2015

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	Not Applicable
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### 4.2) Points Within Other Measures

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

Yes

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

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)
[SurveyTools.4] My Student Survey, LLC’s Survey of Teacher Practice (STeP) survey for use in grades 3-12	(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 Rye City School District is scoring the Danielson 2011 rubric at the sub-component level and weighting all 22 sub-components equally within the domain producing a weighted rubric score based upon 1.0-4.0. The rubric score is then converted to a 0-60.0 other measure score using a conversion chart. Rye has weighted the domains as follows: Domain 1:25%; Domain 2:25%; Domain 3: 33%; Domain 4: 17%. this model is compliant with Education law section 3012-c in that it attributes the majority of the Local 60 points to indicators observable in the classroom. The district will use the attached conversion chart to ensure that all points, 0-60 are obtainable. Mathematical rounding rules will apply. If the resulting composite score is a decimal that score will be rounded. Scores ending in a .5 or greater will be rounded up to the next full number, scores ending in a .4 or less will be rounded down to the next full number. In no case will rounding result in a teacher moving between HEDI categories.

When a component is scored more than once, the final sub component score will be an average of the scores for that sub component. The values in the average rubric score column are the minimum necessary to achieve the corresponding HEDI score.

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/12179/1337815-eka9yMJ855/4.5 Conversion Chart Danielson revised 020615.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To be rated as highly effective overall, a teacher must have a score of 59-60. The teacher's overall rubric score will determine the specific point assignment using the attached conversion chart .
Effective: Overall performance and results meet NYS Teaching Standards.	To be rated as effective overall, a teacher must have a score of 57-58. The teacher's overall rubric score will determine the specific point assignment using the attached conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be rated as developing overall, a teacher must have a score of 50-56. The teacher's overall rubric score will determine the specific point assignment using the attached conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be rated as ineffective overall, a teacher must have a score of 0-49. The teacher's overall rubric score will determine the specific point assignment using the attached conversion chart.

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	2
Informal/Short	2
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	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, June 25, 2014

Updated Monday, November 03, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

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

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

Highly Effective	59-60
Effective	57-58
Developing	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, June 17, 2014

Updated Friday, February 06, 2015

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1405608-Df0w3Xx5v6/6.2 Teacher Improvement Plan 020615\_1.pdf

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### RYE CITY SCHOOL DISTRICT APPR TEACHER APPEALS PROCEDURE

##### A. APPEAL OF EVALUATION:

1. Within five (5) school days of the receipt of a teacher's composite score, the teacher may request, in writing, review by the original

evaluator.

2. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan.

3. The appeal writing shall articulate in detail the basis of the appeal to the original evaluator. Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim, as set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

\* the substance of the annual professional performance review;

\*the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education law.

\*the school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and

\* the school district's issuance and/or implementation of the terms of the teacher improvement plan.

4. the parties herewith acknowledge that unit members shall not be permitted to appeal for any other reason including, but not limited to, alleged claims of bias, retaliation and/or inequitable application of the evaluation process and/or procedures.

5. Performance ratings of "ineffective" or "developing" are the only ratings subject to appeal for tenured teachers. Teachers who receive a rating of "highly effective" , or "effective" shall not be permitted to appeal their rating.

6. Within five (5) school days of receipt of the appeal, the original evaluator shall render a determination , in writing, regarding the appeal.

7. Within five (5) school days of the teacher's receipt of the original evaluator's determination, the teacher may request, in writing, a review by the Superintendent of Schools. Failure to articulate a particular basis for the appeal in the appeal writing to the Superintendent of Schools shall be deemed a waiver of that claim and shall not be considered by the Superintendent when his determination is rendered. In all respect said appeal shall be consistent with the procedural requirements set forth in sub-paragraphs two (2) through five (5) above.

8. Within five (5) school days of the receipt of the request for appeal, the Superintendent shall notify the four (4) member standing committee which is constituted annually for the purpose of considering appeals of APPR ratings of "ineffective" or "developing" Committee members are:

\*Assistant Supt. for Curriculum, Instruction and Assessment

\*a \*principal from the Appellant's instructional level ( Elementary or Secondary) who is not the original evaluator

\*\* teacher member of the RTA Executive Board ( not from the Appellant's school)

\*\* Teacher not from the Appellant's school

\* If the Appellant feels there are extenuating circumstances relative to the principal representative s/he will share those with the Supt. in requesting a change.

\*\* Potential teacher members for this committee are selected annually by the RTA with an adequate number of alternates to provide representation from each building.

9. The Committee will be provided with all of the written materials pertinent to the appeal to be considered in a confidential setting. If any committee member desires additional information, that request will be made directly to the Supt. who will make an expedient determination of how best to access that information, if possible. Every effort will be made to respect the privacy of the appellant.

10. Withing ten (10) schools days of reviewing the documentation, committee members will provide the Supt. with an individual written recommendation.

11. Within five (5) school days of receiving those recommendations, the Superintendent of schools shall render a written final and binding determination with respect to the appeal.

12. The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor review-able in any other forum. The Superintendent shall consult with the RTA prior to rendering his determination. The process will be timely and expeditious in accordance with Education Law 3012-c.

13. Evaluations may only be appealed once.

## 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 will complete the five Modules of training , encompassing the 9 elements outlined in the Board of Regents Rule 30-2.9, approved by SED and provided by Network Trainers through the SWBOCES . Documentation will be maintained by the Personnel Office. Inter-rater reliability will be addressed using an annual re-certification process. The Superintendent will formally certify each evaluator and lead evaluator at the conclusion of the training and will monitor completed evaluations.

Initial training will consist of a minimum of 20 hours.

## 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 Thursday, June 26, 2014  
Updated Friday, January 30, 2015

## Page 1

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-5	State assessment	NYS 4-5 ELA and Math Assessments
6-8	State assessment	NYS 6-8 ELA and Math Assessments and Common Core Algebra I
9-12	State assessment	All Applicable Regents Exams ( CC Algebra, CC Geometry when administered), Comprehensive ELA (2014-15) , Common Core ELA 2015-16 and thereafter

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.	If the State provides growth scores for the above listed principal(s), and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of
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students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s). For SLOs, based on historical data, the principal in collaboration with the superintendent will set individual growth targets for each student. A principal will receive a HEDI score based upon the percent of students reaching their targets.”

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

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

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#### 7.4) Special Considerations for Comparable Growth Measures

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

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

#### 7.5) Principals with More Than One Growth Measure

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

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

#### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 8. Local Measures (Principals)

Created Thursday, June 26, 2014

Updated Friday, December 12, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Gr. 3-5 ELA and Math
6-8	(d) measures used by district for teacher evaluation	Gr. 6-8, ELA and Math, Grade 8 science
9-12	(d) measures used by district for teacher evaluation	English Comprehensive Regents ( 2014-15) English Common Core Regents (2015-2016 and thereafter) , AP English lang. /Comp., AP English Lit Comp., Algebra 1 Common Core Regents, AP Calculus AB,BC and AP Statistics

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 HEDI score for principals is based upon the percent of students meeting each of the individual growth targets set by administrators and principals using baseline data on the assessments listed above according to the attached chart: The attached 20 point chart will be used to assign HEDI points until a value added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of the students met their goal. Please see chart labeled Scoring Bands for local 15 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-82% of the students met their goal. Please see chart labeled Scoring Bands for local 15 points.

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

53-64% of the students met their goal. Please see chart labeled Scoring Bands for local 15 points.

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

0-52% of the students met their goal. Please see chart labeled Scoring Bands for local 15 points.

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 )

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

(No response)

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II,

etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

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

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

Each of the locally selected measures will be weighted and averaged proportionally.

## 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 Thursday, June 26, 2014

Updated Wednesday, December 17, 2014

## Page 1

### 9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric   Rubric	Multidimensional Principal Performance Rubric
---	---

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](#)

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

9.6) Assurances   Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances   Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

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

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

### 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 2014-2015 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 six domains of the MPPR are delineated as follows:

#### Multidimensional Principal Performance Rubric Points

Domain 1: Shared Vision of Learning 8 points

- a. Culture (4 pts)
- b. Sustainability (4 pts.)

Domain 2: School Culture Instructional Program 20 points

- a. Culture (4 pts.)
- b. Instructional Program (4 pts.)
- c. Capacity Building (4 pts.)
- d. Sustainability (4 pts.)
- e. Strategic Planning Process (4 pts.)

Domain 3: Safe, Efficient, Effective Learning Environment 16 points

- a. Capacity Building (4 pts.)
- b. Culture (4 pts.)
- c. Sustainability (4 pts.)
- d. Instructional Program (4 pts.)

Domain 4: Community 9 points

- a. Strategic Planning Process: Inquiry (3 pts.)
- b. Culture (3 pts.)
- c. Sustainability (3 pts.)

Domain 5: Integrity, Fairness, Ethics 5 points

- a. Sustainability (2.5 pts.)
- b. Culture (2.5 pts.)

Domain 6: Political, Social, Economic, Legal Cultural Context 2 points

- a. Sustainability ( 1 pt.)
- b. Culture (1 pt.)

TOTAL POINTS 60

The Superintendent of Schools shall assign 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. 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 :

\*A "Highly Effective" rating shall receive 100% of the total point value for the domain.

\*An "Effective" rating shall receive 90% of the total point value for the domain.

\*A "Developing" rating shall receive 75% of the total point value for the domain.

\*An "Ineffective" rating shall receive no points; However, at the sole discretion of the Superintendent, if it appears that a building principal is employing techniques intended to generate outcomes that would form the evidence-basis for sound pedagogy, but the techniques are not achieving the desired end, then the Superintendent may allocate points to a building principal who is observed as "ineffective" in a domain, between 0% and 65% of the total possible points available.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c.

Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-2013 and thereafter;

Rating Point Range

Highly Effective 58 - 60

Effective 54 - 57

Developing 45 - 53

Ineffective 0 - 44

If the resulting composite score is a decimal that score will be rounded. Normal rounding rules will apply. Scores ending in a .5 or greater will be rounded up to the next full number, scores ending in a .4 or less will be rounded down to the next full number. In no case will rounding result in a principal's move between HEDI bands.

If any subdomain is scored multiple times, the scores will be averaged together to arrive at an overall score for the subdomain.

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/12205/1423334-pMADJ4gk6R/9.7 Multi Dimensional Principal Performance .pdf

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed ISLLC leadership standards
Effective: Overall performance and results meet standards.	Overall performance and results meet ISLLC leadership standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement 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	58-60
Effective	54-57
Developing	45-53
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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Thursday, June 26, 2014

Updated Friday, November 14, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	58 - 60
Effective	54 - 57
Developing	45 - 53
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 Thursday, June 26, 2014

Updated Tuesday, February 03, 2015

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/1423718-Df0w3Xx5v6/11.2 Principal Improvement plan revised 0203.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal 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) school days of the presentation of the composite score or PIP 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) school day period that the principal is on a planned vacation. In the case of a PIP appeal, there shall be a second ten (10) school 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 school 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) school day period that the principal is on a planned vacation.

D. Within ten (10) school days of the receipt of the appeal, 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. This period shall be tolled for any days during said ten (10) school day period that the Superintendent's administrative designee is on a planned vacation. So long as the decision is made within the time frame set forth in this paragraph, 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. If the response is not made within the ten (10) day period the principal may appeal to the Superintendent. All responses shall take place in a timely and expeditious manner.

E. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the agreed upon list 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 in a timely and expeditious manner in accordance with Education Law 3012-c.

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

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

All evaluators are NYS certified and completed all elements of the BOCES provided Lead Evaluator training . In addition they each will have completed the five BOCES provided training modules for lead evaluator certification. Finally, all evaluators will have participated in annual re-certification training which includes certification of inter-rater reliability. Documentation will be maintained in the evaluators' Personnel Files. The district will annually re-certify evaluators utilizing available resources. Rye will identify additional resources which multiple evaluators can access to maintain inter-rater reliability and will document participation. BOCES will annually certify/recertify teh superintendent as Lead Evaluator.

Initial training for lead evaluators and evaluators will consist of a minimum of 15 hours training.

Re certification will consist of minimum of 4 hours of training, annually.

Training will cover the nine elements in Regents Rule 30-2.9.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Friday, June 27, 2014

Updated Wednesday, February 25, 2015

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### Page 1

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

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

<assets/survey-uploads/12158/1425166-3Uqgn5g9Iu/signaturesFeb252015.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 City School District  
SLO Growth Chart: 20 points**

<b>% of students meeting the target</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-50				0
51				1
52				2
53			3	
54			4	
55-56			5	
57-58			6	
59-60			7	
61-62			8	
63-64		9		
65-66		10		
67-70		11		
71-74		12		
75-79		13		
80-81		14		
82-83		15		
84-86		16		
87-89		17		
90-92	18			
93-96	19			
97-100	20			

# Conversion Chart for State Provided Growth Scores

		20 pt. conversion
Highly Effective	25	20
	24	20
	23	19
	22	18
	21	17
Effective	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
Developing	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
Ineffective	4	4
	3	3
	2	2
	1	1
	0	0

### 4.5 Conversion Flow Chart – Local 60 Points – with Sample Point Spread

		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
<b>HEDI BANDS:</b>									
H = 59-60									
E = 57-58									
D = 50-56									
I = 0-49									
<b>Domain 1:</b>		25%							
	A.		16.7%	4	0.67			1	0
	B.		16.7%	3	0.50			1.01	1
	C.		16.7%	3	0.50			1.02	2
	D.		16.7%	3	0.50			1.03	3
	E.		16.6%	3	0.50			1.04	4
	F.		16.6%	3	0.50			1.05	5
			100.0%			3.2	0.8	1.06	6
<b>Domain 2:</b>		25%						1.07	7
	A.		20.0%	3	0.60			1.08	8
	B.		20.0%	3	0.60			1.085	9
	C.		20.0%	3	0.60			1.09	10
	D.		20.0%	4	0.80			1.095	11
	E.		20.0%	4	0.80			1.1	12
			100.0%			3.4	0.85	1.12	13
<b>Domain 3:</b>		33%						1.13	14
	A.		20.0%	3	0.60			1.14	15
	B.		20.0%	4	0.80			1.15	16
	C.		20.0%	3	0.60			1.16	17
	D.		20.0%	2	0.40			1.165	18
	E.		20.0%	3	0.60			1.17	19
			100.0%			3.0	.99	1.175	20
<b>Domain 4:</b>		17%						1.18	21
	A.		16.7%	3	0.50			1.185	22
	B.		16.7%	3	0.50			1.19	23
	C.		16.7%	3	0.50			1.195	24
	D.		16.7%	3	0.50			1.2	25
	E.		16.6%	3	0.50			1.21	26
	F.		16.6%	3	0.50			1.22	27
			100.0%			3.0	0.51	1.23	28
	<b>Total</b>	100%				<b>Evaluation Score: 3.15</b>		1.25	30
						<b>Total Points: 58.2</b>		1.26	31
						<b>Rating: E</b>		1.27	32
								1.28	33

1.285	34
1.29	35
1.295	36
1.3	37
1.31	38
1.32	39
1.33	40
1.34	41
1.35	42
1.36	43
1.37	44
1.38	45
1.385	46
1.39	47
1.395	48
1.4	49
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
<b>3</b>	<b>58</b>
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	59.9
4	60

### 3.3 Scoring Bands for Local 15 points

HEDI	% of Students achieving at or above target	15 points
Highly Effective	85 or above	15
14-15	83-84	14
Effective	81-82	13
	78-80	12
	76-77	11
8-13	71-75	10
	67-70	9
	65-66	8
Developing	61-64	7
	58-60	6
3-7		
	55-57	5
	54	4
	53	3
Ineffective	52	2
	51	1
0-2	50 or less	0

Scoring Bands for Local 20 points

HEDI Level	% of students achieving at or above target	20 points
Highly Effective		
18-20	85 or above	20
	83-84	19
	81-82	18
Effective	79-80	17
9-17	77-78	16
	75-76	15
	73-74	14
	71-72	13
	69-70	12
	67-68	11
	65-66	10
	63-64	9
Developing	61-62	8
3-8	59-60	7
	57-58	6
	55-56	5
	54	4
	53	3
Ineffective	52	2
0-2	51	1
	50 or less	0

Scoring Bands for Local 20 points

HEDI Level	% of students achieving at or above target	20 points
Highly Effective		
18-20	85 or above	20
	83-84	19
	81-82	18
Effective	79-80	17
9-17	77-78	16
	75-76	15
	73-74	14
	71-72	13
	69-70	12
	67-68	11
	65-66	10
	63-64	9
Developing	61-62	8
3-8	59-60	7
	57-58	6
	55-56	5
	54	4
	53	3
Ineffective	52	2
0-2	51	1
	50 or less	0

## 6.2 RYE CITY SCHOOL DISTRICT

### TEACHER IMPROVEMENT PLAN (TIP)

1. The Rye School District will develop and implement a TIP for any teacher who receives a rating of Developing or Ineffective.
2. The TIP shall be provided as soon as is practicable but in no case later than ten (10) school days after the opening of classes for the school year. The length of a TIP will be defined by the district and will not exceed 10 months.
3. The TIP will define improvement goals for the teacher as specified in the NYS Teaching Standards and based upon areas identified in the prior year's evaluation
4. The timeline for the TIP will be as follows:
  - a. Within the first 10 days of school the teacher and supervisor will meet to review the components of the: "Developing" or "Ineffective" score, define the standards based goals of the TIP and discuss potential activities to support improvement.
  - b. Within 10 school days of the initial meeting, the teacher and supervisor will meet to review of the TIP which will include:
    - i. NYS Teaching Standards based goals based upon identified areas needing improvement
    - ii. Timeframe reflected in the "Completion Dates" column
    - iii. Performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve a rating of "Effective"
    - iv. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement
    - v. The anticipated frequency and duration of meetings between the teacher, administrator and other support personnel (if assigned)
    - vi. The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher.
    - vii. Artifacts to be produced as benchmarks of improvement and evidence for final evaluation

**RYE CITY SCHOOL DISTRICT  
TEACHER IMPROVEMENT PLAN**

Name: \_\_\_\_\_

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

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

Prob. Year 2

Prob. Year 3

Tenured

<b>Area(s) for Improvement</b>	<b>Goals &amp; Objectives</b> <i>Teacher will...</i>	<b>Strategies &amp; Supports</b>	<b>Anticipated Outcomes</b>	<b>Completion Dates(if applicable)</b>

### 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 City School District  
SLO Growth Chart: 20 points**

<b>% of students meeting the target</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
0-50				0
51				1
52				2
53			3	
54			4	
55-56			5	
57-58			6	
59-60			7	
61-62			8	
63-64		9		
65-66		10		
67-70		11		
71-74		12		
75-79		13		
80-81		14		
82-83		15		
84-86		16		
87-89		17		
90-92	18			
93-96	19			
97-100	20			

### 8.1 Scoring Bands for Local 15 points

HEDI	% of Students achieving at or above target	15 points
Highly Effective	85 or above	15
14-15	83-84	14
Effective	81-82	13
	78-80	12
	76-77	11
8-13	71-75	10
	67-70	9
	65-66	8
Developing	61-64	7
	58-60	6
3-7		
	55-57	5
	54	4
	53	3
Ineffective	52	2
	51	1
0-2	50 or less	0

Scoring Bands for Local 20 points

HEDI Level	% of students achieving at or above target	20 points
Highly Effective		
18-20	85 or above	20
	83-84	19
	81-82	18
Effective	79-80	17
9-17	77-78	16
	75-76	15
	73-74	14
	71-72	13
	69-70	12
	67-68	11
	65-66	10
	63-64	9
Developing	61-62	8
3-8	59-60	7
	57-58	6
	55-56	5
	54	4
	53	3
Ineffective	52	2
0-2	51	1
	50 or less	0

<b>9.7 MULTI-DIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC</b>				
<b>DOMAINS AND ELEMENTS</b>	<b>HIGHLY EFFECTIVE</b>	<b>EFFECTIVE (.90)</b>	<b>DEVELOPING (.75)</b>	<b>INEFFECTIVE</b>
<b>DOMAIN 1: Shared Vision of Learning</b>				
a. Culture	4	3.6	3.0	0
b. Sustainability	4	3.6	3.0	0
<b>Domain 2: School Culture &amp; Instructional Program</b>				
a. Culture	4	3.6	3.0	0
b. Instructional program	4	3.6	3.0	0
c. Capacity building	4	3.6	3.0	0
d. Sustainability	4	3.6	3.0	0
e. Strategic planning process	4	3.6	3.0	0
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>				
a. Capacity building	4	3.6	3.0	0
b. Culture	4	3.6	3.0	0
c. Sustainability	4	3.6	3.0	0
d. Instructional Program	4	3.6	3.0	0
<b>Domain 4: Community</b>				
a. Strategic planning process: inquiry	3	2.7	2.25	0
b. Culture	3	2.7	2.25	0
c. Sustainability	3	2.7	2.25	0
<b>Domain 5: Integrity, Fairness, Ethics</b>				
a. Sustainability	2.5	2.25	1.875	0
b. Culture	2.5	2.25	1.875	0
<b>Domain 6: Political, Social, Economic, Legal and Cultural Context</b>				
a. Sustainability	1.0	.90	.75	0
b. Culture	1.0	.90	.75	0
<b>Total possible points</b>	<b>60</b>	<b>54</b>	<b>45</b>	<b>0</b>

<b>Rating</b>	<b>Point Range</b>
Highly Effective	58 - 60
Effective	54 - 57
Developing	45 - 53
Ineffective	0 - 44

## Rye City School District Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outline a plan of action to address these concerns. The purpose of a PIP is to assist principals in working to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives an overall rating of *ineffective* or *developing* in an annual evaluation. The principal and the superintendent shall meet for an evaluation conference within two weeks of NYS ratings release of the school year where the *ineffective* or *developing* evaluation is discussed. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the RTA or his/her designee with any differences to be resolved by the Superintendent.

The PIP must be in place no later than the 10<sup>th</sup> day of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The PIP will include:

- a. ISLLC 2008 based goals addressing identified areas needing improvement
- b. Timeframe as specified in the “Completion date” category of the plan
- c. Performance goals, expectations, benchmarks, and standards the principal must meet in order to achieve a rating of “Effective”
- d. How improvement will be measured and monitored, and provide for the quarterly reviews of progress and goal achievement
- e. The anticipated frequency and duration of meetings between the principal, supervisor and other support personnel (if assigned). At a minimum, these will be quarterly (December 1, March 1, June 1 or first school day following)
- f. The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal.
- g. Artifacts to be produced as benchmarks of improvement and evidence for final evaluation

After the first quarter, the Superintendent will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, the PIP will terminate. A PIP may only be extended at the discretion of the district. The culmination of the PIP will be communicated in writing to the principal. Both parties will sign the PIP at the end of the school year.

If the principal is rated as *developing* or *ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the superintendent in collaboration with the Association according to these guidelines for the subsequent year. A second ineffective evaluation may lead to an expedited 3020-a proceeding brought pursuant to Education Law 3012-c

**RYE CITY SCHOOL DISTRICT  
PRINCIPAL IMPROVEMENT PLAN**

Name: \_\_\_\_\_

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

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

Prob. Year 2

Prob. Year 3

Tenured

<b>Area(s) for Improvement</b>	<b>Goals &amp; Objectives</b> <i>Principal will...</i>	<b>Strategies &amp; Supports</b>	<b>Anticipated Outcomes</b>	<b>Completion Dates(if applicable)</b>

**Progress Monitoring Meetings**

<b>Dates</b>	<b>Summary</b>	<b>Next Steps</b>

**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**

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

\_\_\_\_\_  
**Date**

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

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

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

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

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

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

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

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

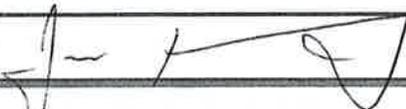
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature:    Date:

    2/24/15

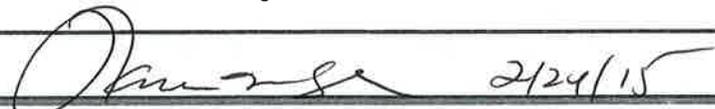
Teachers Union President Signature:    Date:

    2/24/15

Administrative Union President Signature:    Date:

    2/24/15

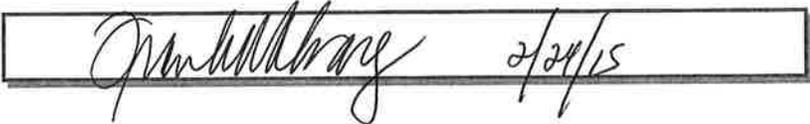
Board of Education President Signature:    Date:

    2/24/15

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

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

Superintendent / District Superintendent / Chancellor Signature:      Date:

A rectangular box containing a handwritten signature and the date 2/24/15.

