



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

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Commissioner of Education  
President of the University of the State of New York  
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November 30, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Friday, May 04, 2012

Updated Wednesday, November 14, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Friday, May 04, 2012

Updated Wednesday, November 28, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

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

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

**For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets for grades K-3 ELA and set a target that 80% of the students will meet their individual goals based on their baseline data
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 meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Rye district developed K math assessment
1	District, regional, or BOCES-developed assessment	Rye district developed Grade 1 math assessment
2	District, regional, or BOCES-developed assessment	Rye district developed Grade 2 math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets for grades K-3 math and set a target that 80% of the students will meet their individual goals based on their baseline data
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 meet 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 meet their goal. Please see chart labeled SLO growth 20 points

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students meet their goal. Please see chart labeled SLO growth

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Rye district developed Grade 6 departmental Science assessment
7	District, regional or BOCES-developed assessment	Rye district developed Grade 7 departmental Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets for grades 6-8 Science and set a target that 80% of the students will meet their individual goals based on their baseline data
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 meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	PNW BOCES CoSer developed grade 6 Social Studies assessments

7	District, regional or BOCES-developed assessment	Rye district developed Grade 7 departmental Social Studies assessment
8	District, regional or BOCES-developed assessment	Rye district developed Grade 8 departmental Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets for grades 6-8 Social Studies and set a target that 80% of the students will meet their individual goals based on their baseline data
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below District goals for similar students.	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

## 2.6) High School Social Studies Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets for grades 9-11 Social
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	Studies and set a target that 80% of the students will meet their individual goals based on their baseline data
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below District goals for similar students.	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

## 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets for grades 9-12 science and set a target that 80% of the students will meet their individual goals based on their baseline data
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below District goals for similar students.	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

## 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	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

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.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets across grades 9-12 math and set a target that 80% of the students will meet their individual goals based on their baseline data
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below District goals for similar students.	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

## 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 assessment
Grade 10 ELA	Regents assessment	Comprehensive ELA Regents assessment
Grade 11 ELA	District, regional or BOCES-developed assessment	Rye district developed Grade 11 departmental English assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets across grades 9-12 ELA and set a target that 80% of the students will meet their individual goals based on their baseline data
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below District goals for similar students.	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
LOTE (Chinese, French, Spanish)	District, Regional or BOCES-developed	Foreign Language Assoc. of Chairpersons and Supervisors (FLACS) developed assessments
Music/Fine and Performing Arts/Technology	District, Regional or BOCES-developed	Rye developed course specific departmental assessments in Music, Art, Technology
ELL K-12	State Assessment	NYSESLAT and NYS ELA grades 3-8
Physical Education	District, Regional or BOCES-developed	Rye developed departmental PE assessment
Non-Regents Social Studies classes	District, Regional or BOCES-developed	Rye developed course specific Social Studies assessment
Library K-5	School/BOCES-wide/group/eam results based on State	ELA grades 3-5
Health	District, Regional or BOCES-developed	Rye district developed grade specific Health departmental assessment
Non-Regents Math elective classes	District, Regional or BOCES-developed	Rye district developed course specific Math assessment
Non-Regents English elective classes	District, Regional or BOCES-developed	Rye district developed course specific English assessment
Non-Regents Science elective classes	District, Regional or BOCES-developed	Rye district developed course specific Science assessment
MS Exploratory Course: Rock, Write and Listen	School/BOCES-wide/group/eam results based on State	NYS Grade 7/8 ELA
MS Exploratory Course: Speak and Debate	School/BOCES-wide/group/eam results based on State	NYS Grade 7/8 ELA
Latin	District, Regional or BOCES-developed	CAWNY regionally developed course specific Latin assessment
Foreign Language in the Elementary Schools Grade	District, Regional or BOCES-developed	Rye developed FLES assessments grades 1-5

1-5		
MS Exploratory course: CSI Rye	School/BOCES-wide/group/eam results based on State	NYS Grade 6 ELA
AIS/Instructional support teachers gr. K-5	School/BOCES-wide/group/eam results based on State	NYS ELA gr. 3-5
AIS/Instructional support teachers gr. 6-8	School/BOCES-wide/group/eam results based on State	NYS ELA gr. 6-8
MS Exploratory Marine Science	School/BOCES-wide/group/eam results based on State	NYS Grade 6 ELA
All other teachers not named above	District, Regional or BOCES-developed	Rye district developed course specific departmental assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based upon a review of baseline data, the Assistant Supt. for Instruction/Curriculum and building principals set generic expectations for students meeting their individualized growth targets across grades K-12 in all other subjects and set a target that 80% of the students will meet their individual goals based on their baseline data
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students meet their goal. Please see chart labeled SLO growth 20 points
Effective (9 - 17 points) Results meet District goals for similar students.	63 - 89% of students meet their goal. Please see chart labeled SLO growth 20 points
Developing (3 - 8 points) Results are below District goals for similar students.	53 - 62% of students meet their goal. Please see chart labeled SLO growth 20 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students meet their goal. Please see chart labeled SLO growth 20 points

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/125108-TXEttx9bQW/SLOGrowthChart20rev 9412.docx*

## 2.12) Locally Developed Controls

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

associated with the controls or adjustments.

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

*(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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of students in grades 4-8 ELA will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below.
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
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

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Acuity
5	6(ii) School wide measure computed locally	Acuity
6	6(ii) School wide measure computed locally	Acuity
7	6(ii) School wide measure computed locally	Acuity
8	6(ii) School wide measure computed locally	Integrated Algebra Regents exam

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	The Rye City School District has accepted the recommendations of the committee and set a target that
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this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	80% of students in grades 4-8 Math will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below.
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
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-63% 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

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/148195-rhJdBgDruP/Scoring Bands for Local 15 points .docx](#)

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Rye district developed K ELA assessment
1	6(ii) School-wide measure computed locally	Rye district developed grade 1 ELA assessment
2	6(ii) School-wide measure computed locally	Rye district developed grade 2 ELA assessment
3	6(ii) School-wide measure computed locally	Acuity

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of K-3 ELA students will demonstrate grade level proficiency as measured by the ELA assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 20 points

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Rye district developed K math assessment
1	6(ii) School-wide measure computed locally	Rye district developed grade 1 math assessment
2	6(ii) School-wide measure computed locally	Rye district developed grade 2 math assessment
3	6(ii) School-wide measure computed locally	Acuity

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of K-3 math students will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 20 points

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grade 6 Rye district developed departmental Science assessment
7	6(ii) School wide measure computed locally	Grade 7 Rye district developed departmental Science assessment
8	6(ii) School wide measure computed locally	Grade 8 NYS Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of grade 6-8 science students will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 20 points

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	BOCES CoSer developed grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	Rye district developed Grade 7 social studies departmental assessment
8	6(ii) School wide measure computed locally	Rye district developed Grade 8 social studies departmental assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of grade 6-8 social studies students will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 20 points

### 3.8) High School Social Studies

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of gr 9-12 social studies students will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 20 points

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Living Environment regents
Earth Science	6(ii) School wide measure computed locally	Earth Science regents
Chemistry	6(ii) School wide measure computed locally	Chemistry regents
Physics	6(ii) School wide measure computed locally	Rye district developed Departmental Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of HS science students will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	53-62% of the students met their goal. 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.	63-80% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 20 points

### 3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of HS Math students will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 20 points

### 3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of HS English students will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 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.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
LOTE (Chinese, French, Spanish)	6(ii) School wide measure computed locally	Regionally developed grade specific language assessments
Music/Art/Performing Arts/Technology	6(ii) School wide measure computed locally	Rye Departmental grade specific assessments in Music/Art/Performing Arts/Technology
ELL K-5	6(ii) School wide measure computed locally	NYS ELA Assessment gr 3-8
Physical Education	6(ii) School wide measure computed locally	Rye district developed grade specific PE assessment per building
Library K-5	6(ii) School wide measure computed locally	Acuity
Health Grades 8 and 11	6(ii) School wide measure computed locally	Rye Departmental grade 8 and grade 11 health assessment
Non-regents math courses	6(ii) School wide measure computed locally	Algebra 1 Regents
Non-regents science courses	6(ii) School wide measure computed locally	Rye district developed course specific assessments
Non-regents ELA courses	6(ii) School wide measure computed locally	English Regents
Non-regents Social studies courses	6(ii) School wide measure computed locally	U.S. History Regents
Foreign Language in the Elementary school (FLES) grades 1-5	6(ii) School wide measure computed locally	Rye developed K-5 FLES assessments grade 1-5
MS Exploratory Course: Rock, Write and Listen	6(ii) School wide measure computed locally	Acuity grades 7 and 8
MS Exploratory course: Speak and Debate:	6(ii) School wide measure computed locally	Acuity grades 7 and 8
MS Exploratory course: CSI Rye	6(ii) School wide measure computed locally	Acuity grade 6
AIS/Instructional support teachers Gr. 6-8	6(ii) School wide measure computed locally	Acuity gr. 6-8
Instructional support teachers Gr. 1-5	6(ii) School wide measure computed locally	Acuity gr. 1-5
MS Exploratory course: Marine Science	6(ii) School wide measure computed locally	Acuity grade 6
ELL Grades 6-8	6(ii) School wide measure computed locally	NYS ELA assessment gr 6-8
ELL Grades 9-12	6(ii) School wide measure computed locally	NYSESLAT Assessment gr 9-12

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Rye City School District has accepted the recommendations of the committee and set a target that 80% of students in the courses listed above will demonstrate grade level proficiency as measured by the assessment tool indicated. Teachers will earn a HEDI rating as described for each category below
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81-100% of the students met their goal. 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.	63-80% of the students met their goal. 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.	53-62% of the students met their goal. Please see chart labeled Scoring Bands for local 20 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 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/5139/148195-y92vNseFa4/Scoring Bands for Local 20 points.docx*

### 3.14) Locally Developed Controls

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

*(No response)*

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

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

both ELA and Math; High School teacher with more than 1 SLO.

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

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

*Danielson's Framework for Teaching (2011 Revised Edition)*

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The Rye City School District is scoring the Danielson 2011 rubric at the subcomponent level and weighting all 22 sub-components equally within the domain producing a weighted rubric score based upon 0.0 - 4.0. The rubric score is then converted to a 0.0 - 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.*

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

*assets/survey-uploads/5091/148229-eka9yMJ855/Conversion Chart Danielson\_1.docx*

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

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

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   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

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	1
4.7) Observations of Tenured Teachers   Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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 Friday, May 04, 2012

Updated Wednesday, November 14, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, July 03, 2012

Updated Monday, November 19, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

*assets/survey-uploads/5265/148201-Df0w3Xx5v6/6.2 Teacher Improvement Plan1114.docx*

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*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 annual evaluation, 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.*
3. *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.*
4. *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.*
5. *Within five (5) school days of receipt of the appeal, the original evaluator shall render a determination, in writing, respecting the appeal.*
6. *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 respects said appeal shall be consistent with the procedural requirements set forth in sub-paragraphs two (2) through five (5) above.*
7. *Within five 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 for representation from each building.*
8. *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.*
9. *Within ten (10) school days of reviewing the documentation, committee members will provide the Supt. with an individual written recommendation.*
10. *Within five school days of receiving those recommendations, the Superintendent of Schools shall render a written final and binding determination with respect to the appeal.*
11. *The determination of the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum. The Superintendent shall consult with the RTA prior to rendering his determination. In the event the Superintendent is unable to consult with the RTA, his time to respond shall be extended accordingly.*
12. *Evaluations may only be appealed once.*

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*All evaluators will complete the five Modules of training approved by SED and provided by Network Trainers through the SWBOCES for a total of 5.5 days. Documentation will be maintained by the Personnel Office. Inter-rater reliability will be addressed using the 15 hours of training which accompanies Teachscape software. The Superintendent will formally certify each evaluator at the conclusion of the training and will monitor completed evaluations. Assessment of the need for re-certification will be an annual process which will include inter-rater reliability activities.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this

Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 03, 2012

Updated Monday, November 19, 2012

## Page 1

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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## Page 1

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Rye developed K-2 ELA and Math assessments and Acuity Gr. 3-5 ELA and math
6-8	(d) measures used by district for teacher evaluation	Acuity Gr. 6-8, ELA and math, Grade 8 science, Algebra 1 Regents gr. 8, Earth Science Regents (gr. 8)
9-12	(d) measures used by district for teacher evaluation	English Regents, US History Regents

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 growth targets set by administrators and teachers on the assessments listed above according to the attached chart: Scoring bands for the local 15 points
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.
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 )

*(No response)*

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

[assets/survey-uploads/5366/148219-qBFVOWF7fC/Scoring Bands for Local 15 points .docx](#)

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

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

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

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

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

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

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

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

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

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

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

*(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th*

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	(No response)
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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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

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

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

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, July 03, 2012

Updated Monday, November 19, 2012

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## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

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

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(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 posted, this form will be updated with dropdown menus of approved survey tools.

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

### *The 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 2012-2013 school year and each school year thereafter in consideration of the implementation of New York State Education Law §3012-c regarding annual professional performance reviews of building principals. The MPPR will be used at the domain level to measure each of the ISLLC Standards. The point six domains of the MPPR are delineated as follows:*

#### *Multidimensional Principal Performance Rubric Points*

##### *Domain 1: Shared Vision of Learning 8 points*

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

##### *Domain 2: School Culture Instructional Program 20 points*

- a. Culture (5 pts.)*
- b. Instructional Program (5 pts.)*
- c. Capacity Building (5 pts.)*
- d. Sustainability (5 pts.)*
- e. Strategic Planning Process (5 pts.)*

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

- a. Capacity Building (4 pts.)*
- b. Culture (4 pts.)*
- c. Sustainability (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 (1pt.)*

#### *TOTAL POINTS 60*

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

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

following methodology:

- A “Highly Effective” rating shall receive 100% of the total point value for the domain.
- An “Effective” rating shall receive 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 2012-13 and thereafter:

Rating Point Range

Highly Effective 58-60

Effective 54-57

Developing 45.25-53

Ineffective 0-45.24

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.

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

*assets/survey-uploads/5143/148220-pMADJ4gk6R/MPPR v 2.docx*

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

Highly Effective: Overall performance and results exceed standards.	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	45.25-53
Ineffective	0-45.24

## 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 Tuesday, July 03, 2012

Updated Tuesday, September 04, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	58-60
Effective	54-57
Developing	45.25-53
Ineffective	0-45.24

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/148222-Df0w3Xx5v6/11.2 Principal Improvement planrevised 1120.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Principal 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 final document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during said ten (10) 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 timeframe 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*

*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 following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Jeffrey Selchick 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. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator to hear the appeal shall be the next available arbitrator from the list above and shall be designated the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn’t resolved in the appeal. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.*

*2. In order to take advantage of the procedure outlined in E(1) above, the tenured principal must consent to the use of the arbitrator from the arbitration panel set forth in paragraph E(1) above who heard the appeal, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the appeal shall be heard by the Superintendent’s administrative designee.*

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*All evaluators are NYS certified and completed all elements of the BOCES provided Lead Evaluator training for 1.5 days. In addition they each will have completed the five BOCES provided training modules totalling 5.5 days . Finally, all evaluators will have participated in 2 days training in Danielson's Framework for Teaching and 15 hours plus the equivalent of one full day workshop on Teachscape 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. The Superintendent will annually recertify all Lead Evaluators and Evaluators.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, July 03, 2012

Updated Wednesday, November 28, 2012

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### Page 1

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

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

[assets/survey-uploads/5581/148233-3Uqgn5g9Iu/Signature page\\_1.pdf](assets/survey-uploads/5581/148233-3Uqgn5g9Iu/Signature page_1.pdf)

#### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

**Rye City School District  
SLO Growth Chart: 20 points  
(2012-13 School Year)**

<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			

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 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

<b>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>
Domain 1: Shared Vision of Learning				
a. Culture	4	3.6	3.0	0
b. Sustainability	4	3.6	3.0	0
Domain 2: School Culture & Instructional Program				
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
Domain 3: Safe, Efficient, Effective Learning Environment				
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
Domain 4: Community				
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
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2.5	2.25	1.5	0
b. Culture	2.5	2.25	1.5	0
Domain 6: Political, Social, Economic, Legal and Cultural Context				
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>45.25</b>	<b>0</b>

<b>Rating</b>	<b>Point Range</b>
Highly Effective	58 - 60
Effective	54 - 57
Developing	45.25 - 53
Ineffective	0 - 45.24

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									
		Relative Value of Each Domain	Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weighted Subdomain Scores	Total Domain Score	Weighted Total Domain Score and Compute Total	Average Rubric Score	Rye 60% Conversion Score
<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: 58.4</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

## 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 provided that a composite score for the teacher has been received by the first day of the school year. In the event that the district does not receive the State data on students' assessments by the first day of the school year, and therefore no composite score of "Developing" or "Ineffective" exists, the TIP shall be developed and implemented as soon as is practicable after the unit's member's receipt of such rating, not to exceed 10 school days from the determination of the composite score of "Developing" or "Ineffective"
3. The length of a TIP will be defined by the district and will not exceed 10 months.
4. 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
5. The timeline for the TIP will be as follows:
  - a. Within the first 10 days of school, or the window defined above if the composite score is not available on the first day 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 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 a rating of *ineffective* in an annual evaluation or when a tenured principal receives a total composite rating of *developing* which includes a rating of *developing* on the local 60 points (MPPR). 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 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

Dates	Summary	Next Steps

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 make the following specific certifications with respect to their APPR Plan:**

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

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

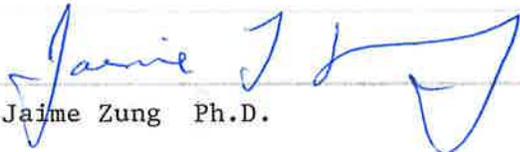
**Signatures, dates**

Superintendent Signature:      Date:

 11/14/12

Frank R. Alvarez Ed.D.

Teachers Union President Signature:      Date:

 11/27/12

Jaime Zung Ph.D.

Administrative Union President Signature:      Date:

 11/27/12

Ann Edwards Ed.D.

Board of Education President Signature:      Date:

 11/15/2012

Laura Slack