



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

Commissioner of Education
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January 3, 2013

James Nolan, Superintendent
Sachem Central School District
51 School Street
Lake Ronkonkoma, NY 11779-2299

Dear Superintendent Nolan:

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: Dean Lucera

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, June 29, 2012

Updated Thursday, September 06, 2012

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Disclaimers

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

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

580205060000

1.2) School District Name:

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

SACHEM CSD

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.

Not applicable

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, June 29, 2012

Updated Wednesday, January 02, 2013

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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	Sachem Developed Kindergarten ELA Final Assessment
1	District, regional, or BOCES-developed assessment	Sachem Developed Grade 1 ELA Final Assessment
2	District, regional, or BOCES-developed assessment	Sachem Developed Grade 2 ELA Final 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.	Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective. For grade 3, appropriate growth targets will be met.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

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	Sachem Developed Kindergarten Math Final Assessment District Developed Math Assessment
1	District, regional, or BOCES-developed assessment	Sachem Developed Grade 1 Math Final Assessment
2	District, regional, or BOCES-developed assessment	Sachem Developed Grade 2 Final 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.	Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective. For grade 3 students, appropriate growth targets will be met.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

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	Sachem Developed Grade 6 Final Science Assessment
7	District, regional or BOCES-developed assessment	Sachem Developed Grade 7 Final 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.	Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective. For grade 8 students, appropriate growth targets will be met.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

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	Sachem Developed Grade 6 Social Studies Final Assessment
7	District, regional or BOCES-developed assessment	Sachem Developed Grade 7 Social Studies Final Assessment
8	District, regional or BOCES-developed assessment	Sachem Developed Grade 8 Social Studies Final 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.	Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective:
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

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	Sachem Developed Global 1 Social Studies Final Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment

American History	Regents assessment	Regents assessment
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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.	Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective. For Global 2 and American History students, appropriate growth targets will be met.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a
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minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective. For students taking Regents examinations, appropriate growth targets will be met.

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

Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.

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

Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.

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

Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.

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

Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

2.8) High School Math Regents Courses

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

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

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

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

Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective. For those students taking the Regents, appropriate growth targets will be met.

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

Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.

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

Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.

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

Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.

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

Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

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	Sachem Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Sachem Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	New York State Grade 11 Regents Examination

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.	Student's pretest scores will be compared to final assessment score. Growth Targets must show at least 30% of potential growth from the baseline pre-assessment score for each student by the end of the Interval of Instructional Time defined in each SLO. The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher's students covered in each SLO meeting the target for the teacher to be effective. For Grade 11 students, appropriate growth targets will be met.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective: 86% of students or more will meet or exceed their target goal on the District Developed assessment or State Regents examination.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective: 77-85% of students will meet or exceed their target goal on the District Developed assessment or State Regents examination.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing: 65-76% of students will meet or exceed their target goal on the District Developed assessment or State Regents examination.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective: 64% or fewer students will meet or exceed their target goal on the District Developed assessment or State Regents examination.

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
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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 controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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 Friday, June 29, 2012

Updated Wednesday, January 02, 2013

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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	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 4 ELA Local Assessment
5	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 5 ELA Local Assessment

6	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 6 ELA Local Assessment
7	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 7 ELA Local Assessment
8	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 8 ELA Local Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Scores will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p> <p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0 - 15 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>14 - 15 points. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>7-13 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 - 6 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 4 Math Local Assessment
5	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 5 Math Local Assessment
6	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 6 Math Local Assessment
7	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 7 Math Local Assessment
8	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 8 Math Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>Scores will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p> <p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be</p>
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calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0 - 15 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.

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

14 - 15 points. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

7-13 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

3 - 6 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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/5139/147550-rhJdBgDruP/Local Language for NYSED Portal 12.14.12.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	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade K ELA Local Assessment
1	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 1 ELA Local Assessment

2	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 2 ELA Local Assessment
3	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 3 ELA Local Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>9-17. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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	5) District, regional, or BOCES—developed assessments	Sachem Developed Grade K Math Local Assessment
1	5) District, regional, or BOCES—developed assessments	Sachem Developed Grade 1 Math Local Assessment
2	5) District, regional, or BOCES—developed assessments	Sachem Developed Grade 2 Math Local Assessment
3	5) District, regional, or BOCES—developed assessments	Sachem Developed Grade 3 Math Local Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p> <p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the</p>
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District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0 - 20 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.

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

18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

9 to 17 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

3-8 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 6 Science Local Assessment
7	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 7 Science Local Assessment
8	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 8 Science Local 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.

20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the

course for teachers in the same grade level or subject area.

There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0-20 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.

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

18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

9 to 17 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

3-8 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 6 Social Studies Local Assessment
7	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 7 Social Studies Local Assessment
8	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 8 Social Studies Local 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0-20 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.</p> <p>18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>9 to 17 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>3-8 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.</p>

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	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 9 Global 1 Social Studies Local Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 10 Global 2 Social Studies Local Assessment
American History	5) District, regional, or BOCES–developed assessments	Sachem Developed Grade 11 American History Local Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p> <p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0-20 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be</p>
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determined by the average of the classes.

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

18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

9 to 17 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

3-8 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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	5) District, regional, or BOCES–developed assessments	Sachem Developed Living Environment Local Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Sachem Developed Earth Science Local Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Sachem Developed Chemistry Local Assessment
Physics	5) District, regional, or BOCES–developed assessments	Sachem Developed Physics Local 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.

20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure

shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.

There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0-20 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.

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

18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

3-8 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

9 to 17 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.

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

0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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
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Algebra 1	5) District, regional, or BOCES–developed assessments	District developed Grade and Course Appropriate Standards Based Performance Assessment
Geometry	5) District, regional, or BOCES–developed assessments	District developed Grade and Course Appropriate Standards Based Performance Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	District developed Grade and Course Appropriate Standards Based Performance Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0-20 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>9 to 17 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.

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	5) District, regional, or BOCES–developed assessments	District developed Grade and Course Appropriate Standards Based Performance Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District developed Grade and Course Appropriate Standards Based Performance Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	District developed Grade and Course Appropriate Standards Based Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p> <p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class</p>
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Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>20% will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.</p>
	<p>There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a 0 -20 score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>18-20. Growth on locally developed assessment is substantially higher than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>9 to 17 points. Growth on locally developed assessment meets district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>3-8 points. Growth on locally developed assessment is lower than district determined expectations taking baseline values, student population, locally developed controls, and comparability across all classrooms into consideration.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-2 points. Growth on locally developed assessment is substantially lower than district determined expectations taking baseline values, student population, and comparability across all classrooms into consideration.</p>

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/5139/147550-y92vNseFa4/Local Language for NYSED Portal 12.14.12.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 controls

3.15) Teachers with More Than One Locally Selected Measure

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

Growth targets have been established for each student. For those teachers who have more than one locally selected measure, the growth for each student in each class will be determined. The percentage of students who have met their growth measure in each class will be determined. The percentages will be converted to decimals and the average percentage of students who met the growth target across the teachers classes will be calculated. This averaged calculation of percentages of students achieving growth targets will be converted to a scale score.

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 Friday, June 29, 2012

Updated Wednesday, January 02, 2013

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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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.

60% Teacher Evaluation Component

60% will be derived from the annual evaluation using the Charlotte Danielson 2007 Rubric as adopted by the APPR committee, with the majority of points based on classroom observation by an appropriate administrator.

Scoring Methodology for the 60% Teacher Effects

Domain 1 = 20% of 60 points

Domain 2 = 30 % of 60 points

Domain 3 = 30 % of 60 points

Domain 4 = 20% of 60 points

The 36 points from Domains 2 and 3 will be based on multiple classroom observations including formal and informal observations. The 24 points from Domain 1 and 4 will be based on evidence of student development with the use of a structured review of lesson plans, student portfolios and other artifacts of teacher practices. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains. Specifically the evaluator will review all available data and evidence as they reflect the elements in each of the four domains. A teacher's overall performance can be rated at any score point from 0 to 60.

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/5091/147556-eka9yMJ855/Sachem Rubric Conversion Chart 1.2.13.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.

The teacher is an instructional leader creating an engaging, challenging, student-centered learning environment. The teacher is an expert in their area of curriculum and clearly connects learning to prior learning and to other disciplines or area of study. The teacher's lesson planning reflects thought, insight, a range of pedagogical approaches, and a variety of structures to address diversity, varied learning styles, multiple levels of understanding ensuring that the academic and educational needs of all students are met. The teacher assesses student performance utilizing multiple measures to demonstrate growth, achievement, and understanding. The teacher values individual student leadership and provides opportunities for students to demonstrate these unique qualities all the while encouraging the student to reflect and take responsibility for their own improvement and learning. Assessments and outcomes are clear and linked to planned lesson outcomes. Assessment data is used regularly and purposefully to adjust lessons to achieve academic rigor and standards. The teacher understands and values the relationship between school learning community and the community at large and is completely involved in both. The teacher is a role model serving as an informal mentor to all continually proactively seeking ways to improve their own professional practice.

Effective: Overall performance and results meet NYS Teaching Standards.

The teacher demonstrates understanding of their learning needs of their class. The teacher prepares solid lesson plans understanding the prerequisite skills required to connect student learning to previously learned concepts and skills. The teacher utilizes a variety of sound pedagogical techniques, but they are generally applied to the class as a whole often reflecting varied learning styles. Outcomes and assessments reflect the class as a whole, but some individual student outcomes may not be reflected in the outcomes. The teacher's plans are solid and have clearly stated components and expected outcomes. The teacher is aware of varied resources and materials and uses them often throughout the year. Student leadership is not valued on the individual level,

but class leadership is valued as a whole. The teacher is involved in the learning community and understands the community to school connection.

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

The teacher is generally aware of the concepts within their area of study, but may not fully understand how the concepts are related to other areas of study. Information may be presented in a sequential format often creating splintered concepts or learning. The teacher has a good understanding of the developmental needs and characteristics of their students' age group, but may not focus on individual student needs. Student expectations and outcomes are moderate and may be inconsistent at times. Expected outcomes represent the majority of the class, but may not adequately meet individual learning needs or goals. Assessment is based upon a global perspective and not authentic learning or academic rigor expectations found within the learning community as a whole. The teacher has limited awareness of resources within the community, but may not fully utilize what is available. This could be due to newness or inexperience. Lesson planning has structure, but limited depth. Academic challenges and differentiation of instruction limited.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

The teachers lesson plan lacks depth, does not link current objectives to prior learning, little knowledge of varied pedagogical approaches to learning, and may contain errors. The teacher is uncertain of developmental characteristics for the instructional age group. Expected outcomes are not rigorous, not based upon standards, not founded in assessment, and based upon whole class, low expectations. Learning is passive and the culture of the room is teacher directed. The teacher is generally unaware of available resources and does not seek out different or diverse ways towards improvement of instruction. Learning activities are not suitable and do not engage students in learning. There is limited structure in lesson planning. Teacher interactions with students is not appropriate. The teacher is not actively involved in the learning community and does not adequately understand the connection between school and community. The teacher does not employ reflective practice and does not independently seek out ways to improve their professional practice.

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	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- 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	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Saturday, June 30, 2012

Updated Wednesday, October 10, 2012

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 Saturday, June 30, 2012

Updated Tuesday, December 04, 2012

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/5265/147576-Df0w3Xx5v6/TIP Template.doc

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:

Appealing the Annual Professional Performance Review Process Results

Appeals shall be limited to those evaluations resulting in a rating of Developing or Ineffective. The results of the appeal process are final and are not subject to the grievance procedure of the CBA, except as to enforce violations of the procedural aspects of the APPR process as set forth herein. The decision of the committee, including that of the tie-breaker, is not reviewable in any other forum,

except pursuant to CPLR Article 75, or in the event the appellant is ultimately subject to a §3020-a hearing, as deemed relevant by that hearing officer.

These following are the identified steps in the appeals process. They must be followed sequentially and within the indicated timelines. There are no exceptions to this process.

Step 1:

Within five (5) business days from the receipt of the final evaluation document, the recipient is required to submit to the building principal a written request to meet and review the evaluation document. The building principal may bring additional building administrators to this meeting. SCTA representation at this meeting is to be scheduled if requested. Such meeting shall occur within five (5) business days of receipt of request. If at the end of this meeting, the recipient does not believe that his/her perspective was heard or the issue not addressed satisfactorily, he/she may choose to move forward to Step 2 as long as his/her request for appeal meets the aforementioned criteria.

Step 2:

Within five (5) business days after the meeting with the building principal, the recipient is required to submit to the Superintendent of Schools a written request to meet with the District Appeals Committee. Within five (5) business days of the receipt of this request, the Superintendent shall arrange for a date and time for the Appeals process to convene. This information shall be conveyed to the appellant.

The role of the Appeals Committee shall be to review any and all claims made by the appellant, which in accordance with §3012-c, may include the following:

- 1) The substance of the teacher's annual professional performance review including overall HEDI category.
 - 2) The District's adherence to the standards and methodologies required for such reviews pursuant to Education Law §3012-c.
 - 3) The District's adherence to the Commissioner's Regulations, as applicable to such reviews.
 - 4) Compliance with any applicable locally negotiated procedures including the development of SLO's applicable to annual professional performance reviews or improvement plans.
 - 5) The District's issuance and/or implementation of the terms of the teacher improvement plan.
- that specific elements of the APPR were incorrectly graded, that the overall ranking is incorrect, that for those elements tied to a classroom observation such ranking does not correspond with the results of the classroom observation, and/or the process was prejudiced against the appellant. It also pertains to any claims that an SLO was improperly developed and/or applied. The committee has no authority to review any claim of those matters covered under New York State Human Rights law, Title 7 of the Civil Rights Act 1965 or 1966 or other discriminatory law reviewable under federal EEOC.

The committee will be constituted as follows:

- Two (2) SCTA members chosen by the SCTA
- Two (2) SAA members
- The Superintendent/ Superintendent's Designee

The SCTA and SAA members must be chosen by mutual agreement between the SCTA and SAA Presidents and will serve as voting members of the appeals committee. The SAA members and Superintendent/Superintendent's Designee cannot serve on the committee if they were the evaluator of the appellant. The Superintendent/Superintendent's Designee will attend the appeals proceedings but will serve as a non-voting member. Within five (5) days of convening, the Appeals Committee must render a written decision to the Superintendent of Schools. This decision will also be provided to the Appellant as well as the Personnel Office to be placed within the Appellant's personnel file.

In the event that the decision of the Appeals Committee results in a 2-2 tie, for individuals who have been rated Developing or Ineffective, the Superintendent will cast the deciding vote on the matter of the appeal. This decision will be made within five (five) business days after the Superintendent has received notification from the Appeals Committee that there was a tie. The Appellant will be notified in writing of the Superintendent's decision and a copy of this decision will also be provided to the Personnel Office to be placed within the personnel folder of the Appellant. This tie breaking procedure will remain in effect for as long as James J. Nolan is Superintendent

It is understood that the Appeals Process from beginning to end, should take no more than forty five (45) business days to complete. However, there is also an understanding that at times, conditions beyond our control may impact the Appeals Process. Accordingly, there may be mutual agreement between the Superintendent/Designee to extend this process when necessary. This mutual agreement must be reduced to writing and signed off by both parties, a copy of which shall be annexed to the final appeal decision. At all times,

however, the appeals process will be timely and expeditious in accordance with 3012-c.

When James J. Nolan is no longer Superintendent, the parties will re-negotiate the procedure for those appeals ending in a tie at the committee level and upon mutual agreement of the parties, the incoming Superintendent shall remain as the tie breaker. However, while the parties are in negotiations, the following procedure will stay in effect: and
in the event of a 2-2 tie, for individuals who have been rated Developing or Ineffective, the parties will submit the matter to a neutral, third party who is not an employee of the District and who is experienced in evaluating classroom performance as well as the process of effective performance management in a K-12 and/or higher education setting. The appellant must notify the District of his or her intent to seek a tie-breaker within 5 days of the committee announcing that they are deadlocked. In reaffirming the scope of the panel's authority, the tie-breaker will be limited to determining in his or her judgment, whether the rank given to the teacher under the APPR is accurate and appropriate based on the information provided or if it should be raised to a rank greater than the appellant's assertion.

The tie-breaker will not reconvene a hearing but will have authority to meet and/or speak with the appellant and evaluator along with any witnesses produced. The tie-breaker will have full access to documents introduced and to any transcripts made. The tie-breaker will not be permitted to meet with any outside advocate (LRS/District attorney). The tie-breaker however, will have the sole determination over how involved he/she wishes to manage the process, subject to any budgetary cap that the parties set. The tie-breaker's findings are deemed final and binding and may only be reviewed under the standards of Art. 75 C.P.L.R.

The following individuals are hereby designated as tie-breakers: Chu, Wendell, Retired Superintendent
Coleman, Tom, Campus Associate Dean of Instruction, Ammerman (academic discipline, Psychology)
Friedman, Ronald, Retired Superintendent
Haggerty, Denise, Professor of History (former BOE member in Middle Country SD) Kelly, Thomas, Retired Superintendent
Laffin, Dee, College Dean of Instruction (academic discipline, Business/ILR) Mandia, Scott, Asst. Chair Physical Sciences, (academic discipline, Earth Science) Pepe, Karen, Professor of Counseling (former director of Admissions)
Peterman, Kevin, Faculty Advisor for Tenure, Retention and Promotion Process, Reissig, Dennis, Academic Chair Mathematics, Ammerman Campus
Tvelia, George, College Associate Dean of Instruction, (academic discipline, Economics)

The appellant parties will mutually make the selection from the list. Upon selection, a representative of the committee will notify the tie-breaker of their designation. Unless otherwise agreed to by the parties, the cost of the tie-breaker's per diem shall be no more \$1000.00, jointly split between the District and the SCTA. The total cost of the tie breaker shall not exceed \$3,000.00

The list of approved tie-breakers may be modified from time to time, with either the SCTA or the District indicating to the other party a desire to replace a panelist. Provided the list contains at least five panelists, a removed panelist need not be replaced. Should either party seek to remove a panelist, resulting in the list falling below five panelists, the moving party is responsible for offering a replacement, who the other party must agree to seat. Upon mutual appointment, the panelist is deleted and new one is appointed.

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.

The principals will serve as the lead evaluators for the teachers in the Sachem Central School District. The District has collectively bargained with the Sachem Central Teachers Association (SCTA) and agreed upon the Danielson, 2007, Framework for Teaching Rubric.

As lead evaluators our principals will continue to participate in ongoing training that is offered by BOCES and the district. Throughout this past year, we identified five district administrators to attend NYSED training sessions in Albany. These roles of the identified individuals were: three principals (elementary, middle, and high school), one district wide Coordinator of Student Services, and the Assistant Superintendent for Elementary Curriculum. The information that they received has been shared with all district administrators through formal turn-key training sessions throughout this summer as identified below. These sessions have targeted the key elements that are required for the certification as a lead evaluator.

In order to enhance and ensure inter-rater reliability, the district has conducted and will continue to conduct professional development for all principals and district administrators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watched a video showing a classroom lesson and gathered evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compared and contrasted the evidence each gathered

and their evaluation using the rubric. Through the discussion, our principals and administrators developed greater insight and awareness of subjectivity, understanding that a more objective approach is required to ensure district-wide consistency and inter-rater reliability in the application of the Danielson, 2007 rubric.

As part of their ongoing training, the principals will be observed by the Superintendent, Assistant Superintendent for Curriculum, and Assistant Superintendent for Personnel. A component of these observations will be to discuss what the principal observed during teacher observations and to compare and contrast findings to once again revisit the key elements of the Danielson, 2007 rubric as well as the Multidimensional Principal rubric. The purpose behind these observations and meeting is to continue the dialogue leading to greater consistency and inter-rater reliability across the District. In our secondary buildings, principals will regularly meet with assistant principals to review observations and collaboratively complete walk-throughs to once again guide discussions about consistency, expectations, and inter-rater reliability.

Furthermore, our building principals dedicated significant time on our opening day, a Superintendent's Conference Day, to discuss the key elements of teacher observation and evaluation this school year. Through faculty meetings and departmental discussions, teachers were informed of key elements, the observation process, and how they will be evaluated in accordance with this rubric. While training of our administrative personnel is important, we also believe that it is most important for those who are being evaluated to also have common understanding of the rating expectations by which they will be scored.

In addition to these sessions, the Superintendent of Schools, Assistant Superintendent for Personnel, Assistant Superintendent for Secondary Curriculum, and the President of the SCTA attended information sessions held at Hofstra University in November, 2011. Members of the Regents were present at this workshop.

Additionally, the Assistant Superintendent for Personnel, Assistant Superintendent for Secondary Curriculum, Assistant Superintendent for Elementary Curriculum, and Administrative Assistant for Instructional Support and Programming attending training sponsored by Eastern Suffolk BOCES on the Danielson Model. In addition, both Assistant Superintendents for Curriculum attended training on the Multidimensional Rubric which will be utilized to evaluate District principals. Several of the principals were also in attendance at this training.

In addition, the District provides professional development to principals at monthly principal meetings. This ensures that training is on-going and consistent. The district has dedicated much of its time with administrative staff to enhance their working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models.

Sachem has also provided training in the area of evidence based observations. The district will continue to offer training to lead evaluators through BOCES and district sponsored training which will target the following elements that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned to the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; use of the state wide instructional reporting system; the generation of composite scores of effectiveness and sub-scores; and the evaluation of teachers of English Language Learners and Students with Disabilities.

The evidence of all the training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

Dates of District Training to Date Are Identified as Follows:

Workshops

Day 1 July 18 Workshop

- Introduction to Education Impact
- Evidence VS. Opinion (Teacher Education Videos)
- Module 1 Topic B

Certification elements 1, 2, 4

Day 2 July 26 Workshop 9:00 a.m. – 1:00 p.m. - Sagamore Library

- Determining levels of performance (Teacher Evaluation Videos)
- Module 3 Topic A B

Certification elements 1, 2, 4

Day 3 July 31 Workshop 9:00 a.m. – 1:00 p.m. – Sagamore Library

- Module 6 Topic A – Artifact Party

• *How to conduct a conference (Teacher Evaluation Video)*

• *Module 4 Topics A, B C*

Certification elements 1, 2, 4

Day 4 August 14 Workshop 9:00 – 1:00 p.m. – Sagamore Library

• *Modules 2 3 (Training Framework Practice Videos)*

• *Additional Domain Practice*

Certification elements 1, 2, 4

TRAINING

August 22 Training 8:00 a.m. – 2:00 p.m. – Samoset A

A.M.: Introduction to IObservation

A.M./P.M.: Module 2 (Domains 2)

Certification elements 1, 2, 4

August 23 Training 8:00 a.m. – 2:00 p.m. – Samoset A

AM: Module 5 (Putting it all together)

10 A.M. – 11:30 A.M. – DASA

PM: Module 5 (Putting it all together)

• *Assignment: Inter-rater Reliability*

Certification elements 1, 2, 4

August 24 Training 8:00 a.m. – 2:00 p.m. – Samoset A

Certification elements 3, 5, 6,8, 9

SLO training

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
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6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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 Saturday, June 30, 2012

Updated Tuesday, December 11, 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.	All Value Added.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	All Value Added.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All Value Added.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All Value Added.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	All Value Added.

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 controls.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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 Saturday, June 30, 2012

Updated Friday, December 14, 2012

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
9 - 12	(d) measures used by district for teacher evaluation	Locally developed comparable Common Core and Standards Based Assessments
6-8	(d) measures used by district for teacher evaluation	Locally developed comparable Common Core and Standards Based Assessments
K-5	(d) measures used by district for teacher evaluation	Locally developed comparable Common Core and Standards Based Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The District has negotiated a chart based upon the percentage of students who met the targeted score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 90% of all students will meet target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 41% of students will meet target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	At least 6% of students will meet target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Less than 6% of students will meet target.

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/5366/147650-qBFVOWF7fC/Sachem Principal Local HEDI Score 12.12_1.docx

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

In the table below, list all of the grade configurations 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.	All of our schools will be value added.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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 controls.

8.4) Principals with More Than One Locally Selected Measure

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

All of our principals will be measured by a single measure.

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 Saturday, June 30, 2012

Updated Thursday, January 03, 2013

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
---	----

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 District is utilizing the Multi-Dimensional Rubric. There is a specific timeline for observations and post-observation conferences whereby the principal will discuss their perspective and provide specific evidence of their performance. This will be compared and contrasted with the evidence provided by the supervisor/evaluator. For each sub-component, the principal may allow evidence to speak to 20% of their rubric score as indicated by the attached conversion composite score.

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

assets/survey-uploads/5143/147610-pMADJ4gk6R/Principal 60 Point Sachem HEDI 1.3.13.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.	The principal clearly values the roles of all within the culture and co-creates a culture based upon each individual's strengths and cultivates areas for improvement empowering each individual to be a leader in their own right. Academic standards and rigor is at the forefront of student-centered learning, but individuality and the whole child is not lost in the process of academic excellence. The principal is reflective upon his own practice always seeking input from those he/she serves. Assessment for all is on-going and curriculum continually adjusted based upon common core standards, district goals, and data analysis. The principal demonstrates high ethical standards and is a role model within the building and community.
Effective: Overall performance and results meet standards.	The principal values the roles of key people within the culture. Certain teams and aspects of the school culture are based upon strengths and areas for improvement. Academic standards and rigor is at the forefront of student-centered learning. The principal is reflective upon his own practice seeks input from key stakeholders in the learning culture.

Assessment for all is on-going and curriculum continually adjusted based upon common core standards, district goals, and data analysis. The principal demonstrates high ethical standards and is a role model within the building and community.

Developing: Overall performance and results need improvement in order to meet standards.

The principal values the roles of others within the community, but often makes decisions with limited input or in isolation. Often, this is due to inexperience or newness to a leadership role. Select staff is often invited to provide input to decision-making, but their contributions limited. The culture focuses on student learning, but the instruction may be more passive and teacher-centered as compared to student-centered engaged learning. In establishment of academic rigor, the principal may be inconsistent or send mixed messages about expectations. Effectiveness of program is entirely based on standardized scores and assessments, not considering multiple measures of growth/achievement as means of success. The principal manages materials well and is decisive, but may not understand the possible consequences of all decisions in that a "big picture" perspective may not be fully developed. For those principals who are new to the position, it is understood that this often develops over time and with experience.

Ineffective: Overall performance and results do not meet standards.

The principal values teacher-centered classroom environments. Decisions are often made in isolation with minimal input from other stakeholders. Students are viewed as the recipients of information and not active learners engaged in their own learning. Information is provided to select individuals on a need to know basis. There is a sense of an "us-them" mentality within the learning community; collaborative co-creation of the learning culture is not valued or appreciated. Decisions are "top-down" in nature and the voice of the individual is not valued. Accountability is viewed more as a threat than a common standard of excellence and pride. The principal often promotes their own self-interests and waits to be told to implement change. While the principal may be putting in contractual time and be present in the building, they are not a visible presence in the learning community and not viewed as an authentic educational leader.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	53-57
Developing	48-52
Ineffective	0-47

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

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

10. Composite Scoring (Principals)

Created Saturday, June 30, 2012

Updated Wednesday, November 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	53 - 57
Developing	48-52
Ineffective	0-47

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 Saturday, June 30, 2012

Updated Tuesday, December 04, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/147582-Df0w3Xx5v6/Sachem Central School District PIP_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appealing the Annual Professional Performance Review Process Results

Appeals shall be limited to those evaluations resulting in a rating of Developing or Ineffective. The results of the appeal process are final and are not subject to the grievance procedure of the CBA, except as to enforce violations of the procedural aspects of the APPR process as set forth herein. The decision of the committee, including that of the tie-breaker, is not reviewable in any other forum, except pursuant to CPLR Article 75, or in the event the appellant is ultimately subject to a §3020-a hearing, as deemed relevant by that

hearing officer.

These following are the identified steps in the appeals process. They must be followed sequentially and within the indicated timelines. There are no exceptions to this process.

Step 1:

Within five (5) business days from the receipt of the final evaluation document, the recipient is required to submit to the Superintendent of Schools a written request to meet and review the evaluation document. The recipient may bring SAA representation to this meeting if requested. The Superintendent of Schools may bring Assistant Superintendents to this meeting as the Superintendent sees fit. Such meeting shall occur within five (5) business days of receipt of request. If at the end of this meeting, the recipient does not believe that his/her perspective was heard or the issue not addressed satisfactorily, he/she may choose to move forward to Step 2 as long as his/her request for appeal meets the aforementioned criteria.

Step 2:

Within five (5) business days after the meeting with the Superintendent, the recipient is required to submit to the Superintendent of Schools a written request to meet with the District Appeals Committee. Within five (5) business days of the receipt of this request, the Superintendent shall arrange for a date and time for the Appeals process to convene. This information shall be conveyed to the appellant.

The role of the Appeals Committee shall be to review any and all claims made by the appellant, which in accordance with §3012-c, may include the following:

- 1) The substance of the principal's annual professional performance review including overall HEDI category.*
- 2) The District's adherence to the standards and methodologies required for such reviews pursuant to Education Law §3012-c.*
- 3) The District's adherence to the Commissioner's Regulations, as applicable to such reviews.*
- 4) Compliance with any applicable locally negotiated procedures including the development of SLO's applicable to annual professional performance reviews or improvement plans.*
- 5) The District's issuance and/or implementation of the terms of the principal improvement plan.*

The committee has no authority to review any claim of those matters covered under New York State Human Rights law, Title 7 of the Civil Rights Act 1965 or 1966 or other discriminatory law reviewable under federal EEOC.

The committee will be constituted as follows:

- Two (2) SAA members chosen by the SAA*
- The Superintendent/ Superintendent's Designee*
- Two (2) retired SAA members*

The SAA members, both active and retired, must be chosen by mutual agreement between the SAA and the Superintendent of Schools. The Superintendent/Superintendent's Designee will attend the appeals proceedings but will serve as a non-voting member. Within five (5) days of convening, the Appeals Committee must render a written decision to the Superintendent of Schools. This decision will also be provided to the Appellant as well as the Personnel Office to be placed within the Appellant's personnel file.

In the event that the decision of the Appeals Committee results in a 2-2 tie, for individuals who have been rated Developing or Ineffective, the Superintendent will cast the deciding vote on the matter of the appeal. This decision will be made within five (five) business days after the Superintendent has received notification from the Appeals Committee that there was a tie. The Appellant will be notified in writing of the Superintendent's decision and a copy of this decision will also be provided to the Personnel Office to be placed within the personnel folder of the Appellant. This tie breaking procedure will remain in effect for as long as James J. Nolan is Superintendent.

It is understood that the Appeals Process from beginning to end, should take no more than forty five (45) business days to complete. However, there is also an understanding that at times, conditions beyond our control may impact the Appeals Process. Accordingly, there may be mutual agreement between the Superintendent/Designee to extend this process when necessary. This mutual agreement must be reduced to writing and signed off by both parties, a copy of which shall be annexed to the final appeal decision. At all times, however, the appeals process will be timely and expeditious in accordance with 3012-c.

When James J. Nolan is no longer Superintendent, the parties will re-negotiate the procedure for those appeals ending in a tie at the committee level and upon mutual agreement of the parties, the incoming Superintendent shall remain as the tie breaker.

However, while the parties are in negotiations, the following procedure will stay in effect:

In the event of a 2-2 tie, for individuals who have been rated Developing or Ineffective, the parties will submit the matter to a neutral, third party who is not an employee of the District and who is experienced in evaluating principal performance as well as the process of effective performance management in a K-12 and/or higher education setting. The appellant must notify the District of his or her intent to seek a tie-breaker within five (5) days of the committee announcing that they are deadlocked. In reaffirming the scope of the panel's authority, the tie-breaker will be limited to determining in his or her judgment, whether the rank given to the principal under the APPR is accurate and appropriate based on the information provided or if it should be raised one rank greater per the appellant's assertion.

The tie-breaker will not reconvene a hearing but will have authority to meet and/or speak with the appellant and evaluator along with any witnesses produced. The tie-breaker will have full access to documents introduced and to any transcripts made. The tie-breaker will have the sole determination over how involved he/she wishes to manage the process, subject to any budgetary cap that the parties set. The tie-breaker's findings are deemed final and binding and may only be reviewed under the standards of Art. 75 C.P.L.R.

The parties will mutually make the selection from a previously identified list of trained administrators. Upon selection, a representative of the committee will notify the tie-breaker of their designation. Unless otherwise agreed to by the parties, the cost of the tie-breaker's per diem shall be no more \$1000.00, jointly split between the District and the SCTA. The total cost of the tie breaker shall not exceed \$3,000.00

The list of approved tie-breakers may be modified from time to time, with either the SAA or the District indicating to the other party a desire to replace a panelist. Provided the list contains at least five panelists, a removed panelist need not be replaced. Should either party seek to remove a panelist, resulting in the list falling below five panelists, the moving party is responsible for offering a replacement, who the other party must agree to seat. Upon mutual appointment, the panelist is deleted and new one is appointed.

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.

The principals will serve as the lead evaluators for the teachers in the Sachem Central School District. The District has collectively bargained with the Sachem Central Teachers Association (SCTA) and agreed upon the Danielson, 2007, Framework for Teaching Rubric.

As lead evaluators our principals will continue to participate in ongoing training that is offered by BOCES and the district. Throughout this past year, we identified five district administrators to attend NYSED training sessions in Albany. These roles of the identified individuals were: three principals (elementary, middle, and high school), one district wide Coordinator of Student Services, and the Assistant Superintendent for Elementary Curriculum. The information that they received has been shared with all district administrators through formal turn-key training sessions throughout this summer as identified below. These sessions have targeted the key elements that are required for the certification as a lead evaluator.

In order to enhance and ensure inter-rater reliability, the district has conducted and will continue to conduct professional development for all principals and district administrators through which the Danielson 2007 rubric is analyzed and applied to teaching scenarios. Each principal and administrator watched a video showing a classroom lesson and gathered evidence. At the end of the video, the evidence is evaluated using the rubric. Then the principals and administrators compared and contrasted the evidence each gathered and their evaluation using the rubric. Through the discussion, our principals and administrators developed greater insight and awareness of subjectivity, understanding that a more objective approach is required to ensure district-wide consistency and inter-rater reliability in the application of the Danielson, 2007 rubric.

As part of their ongoing training, the principals will be observed by the Superintendent, Assistant Superintendent for Curriculum, and Assistant Superintendent for Personnel. A component of these observations will be to discuss what the principal observed during teacher observations and to compare and contrast findings to once again revisit the key elements of the Danielson, 2007 rubric as well as the Multidimensional Principal rubric. The purpose behind these observations and meeting is to continue the dialogue leading to greater consistency and inter-rater reliability across the District. In our secondary buildings, principals will regularly meet with assistant principals to review observations and collaboratively complete walk-throughs to once again guide discussions about consistency, expectations, and inter-rater reliability.

Furthermore, our building principals dedicated significant time on our opening day, a Superintendent's Conference Day, to discuss the key elements of teacher observation and evaluation this school year. Through faculty meetings and departmental discussions, teachers were informed of key elements, the observation process, and how they will be evaluated in accordance with this rubric. While

training of our administrative personnel is important, we also believe that it is most important for those who are being evaluated to also have common understanding of the rating expectations by which they will be scored.

In addition to these sessions, the Superintendent of Schools, Assistant Superintendent for Personnel, Assistant Superintendent for Secondary Curriculum, and the President of the SCTA attended information sessions held at Hofstra University in November, 2011. Members of the Regents were present at this workshop.

Additionally, the Assistant Superintendent for Personnel, Assistant Superintendent for Secondary Curriculum, Assistant Superintendent for Elementary Curriculum, and Administrative Assistant for Instructional Support and Programming attending training sponsored by Eastern Suffolk BOCES on the Danielson Model. In addition, both Assistant Superintendents for Curriculum attended training on the Multidimensional Rubric which will be utilized to evaluate District principals. Several of the principals were also in attendance at this training.

In addition, the District provides professional development to principals at monthly principal meetings. This ensures that training is on-going and consistent. The district has dedicated much of its time with administrative staff to enhance their working knowledge of the New York State Standards; the State Reporting System; the development of local assessments; and the use of growth and value added models.

Sachem has also provided training in the area of evidence based observations. The district will continue to offer training to lead evaluators through BOCES and district sponsored training which will target the following elements that are required for certification as a lead evaluator: the New York State Teaching Standards; growth models for student achievement; evidence based observations that are aligned to the Danielson 2007 rubric; artifacts of teacher practices such as lesson plans; use of the state wide instructional reporting system; the generation of composite scores of effectiveness and sub-scores; and the evaluation of teachers of English Language Learners and Students with Disabilities.

The evidence of all the training will be presented to the Board of Education who will certify that each principal is highly qualified to be the lead evaluator for the teachers' evaluations. The Board will re-certify the lead evaluators each school year after reviewing the ongoing training they have received.

Dates of District Training to Date Are Identified as Follows:

Workshops

Day 1 July 18 Workshop

- *Introduction to Education Impact*
- *Evidence VS. Opinion (Teacher Education Videos)*
- *Module 1 Topic B*

Certification elements 1, 2, 4

Day 2 July 26 Workshop 9:00 a.m. – 1:00 p.m. - Sagamore Library

- *Determining levels of performance (Teacher Evaluation Videos)*
- *Module 3 Topic A B*

Certification elements 1, 2, 4

Day 3 July 31 Workshop 9:00 a.m. – 1:00 p.m. – Sagamore Library

- *Module 6 Topic A – Artifact Party*
- *How to conduct a conference (Teacher Evaluation Video)*
- *Module 4 Topics A, B C*

Certification elements 1, 2, 4

Day 4 August 14 Workshop 9:00 – 1:00 p.m. – Sagamore Library

- *Modules 2 3 (Training Framework Practice Videos)*
- *Additional Domain Practice*

Certification elements 1, 2, 4

TRAINING

August 22 Training 8:00 a.m. – 2:00 p.m. – Samoset A

A.M.: Introduction to IObservation

A.M./P.M.: Module 2 (Domains 2)

Certification elements 1, 2, 4

August 23 Training 8:00 a.m. – 2:00 p.m. – Samoset A

AM: Module 5 (Putting it all together)

10 A.M. – 11:30 A.M. – DASA

PM: Module 5 (Putting it all together)

• Assignment: Inter-rater Reliability

Certification elements 1, 2, 4

August 24 Training 8:00 a.m. – 2:00 p.m. – Samoset A

Certification elements 3, 5, 6, 8, 9

SLO training

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 Saturday, June 30, 2012

Updated Wednesday, January 02, 2013

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/5581/147583-3Uqgn5g9Iu/Signature Page 1.2.13.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.

Sachem Central School District 20% State Growth Component:

Beginning in the 2012-13 school year it is expected that New York State will have approved value-added measures for teachers in ELA and/or Mathematics for grades 4-8. However, if a value-added model is not approved for any of these teachers, it is anticipated that the State will continue to use the growth model used for the 2011-12 school year to calculate student growth, and the Growth Subcomponent of these teachers' evaluations will count for 20 points until such time that the State is able to calculate a value-added model for these subjects in these grades.

In all other grades and subjects (i.e., those for which the State does not have an approved growth or value added model), Education Law §3012-c requires that teacher evaluations be based in part on comparable measures of student learning growth. For these grade/subjects, districts are required to utilize the Student Learning Objective process to assign 0-20 points to each teacher based on the results of their students compared to the targets set in the goal-setting process.

Pursuant to New York State Education Department guidelines related to the creation and execution of Student Learning Objectives (SLOs) for courses that do not have a State value- added or growth model, school districts are tasked with five decisions. The following show the Sachem Central School District's decisions as to the implementation of said five decisions and a proposed timeline for implementation:

Decision 1: Identify District-wide priorities and academic needs.

The Sachem Central School District has determined that SLO's must reflect the following characteristics:

- All disciplines must infuse the Common Core as a basis for instruction;
- Include the appropriate Board of Education goals related to student growth and achievement in the development of SLOs for the purposes of:
 - Enhancing student achievement, quality of instruction and leadership skills;
 - Developing curriculum that will require students to exhibit a range of functional and critical thinking skills related to information, media and technology;
 - Graduating students who will be college and career-ready and will be prepared for 21st century careers.
- The growth component for each grade level, department and unique class will be determined by the sub-section of that particular group in collaboration with district and building administrators.

Decision 2: Identify which teachers will have State-provided growth measures and who must have SLOs as “comparable growth measures.”

- Encore and Special Area K-12 teachers will use SLOs for comparable growth measures.
- Elementary classroom teachers and middle school Mathematics & ELA teachers:
 - Grades K-3: SLO for ELA and an SLO for Mathematics;
 - Grades 4-8: State-provided growth measure for ELA and Mathematics;
 - Self-contained: If more than 50% of a teacher's students take the State- provided growth assessment in ELA and Mathematics then that teacher will use the State growth measure; if less than 50% take the State-provided growth assessments in ELA and math, that teacher will have an SLO;
 - Integrated co-teachers: Both teachers will have the same growth measures: if more than 50% of their students take the State assessments in ELA and Mathematics those teachers will use the State-provided growth measure; if less than 50% take the State-provided growth assessments in ELA and Mathematics, those teachers will have an SLO;
 - Any push in-pull out teachers as well as special education teachers and instructional support staff : if more than 50% of a teacher’s students take the State assessments in ELA then that teacher will use the state growth model; if less than 50% take the state assessments in ELA and math, that teacher will have an SLO. The SLO will be on the subject area of focus.
- Secondary teachers: All high school teachers and middle school teachers (except ELA and Mathematics where the State-provided growth measure is used) will have an SLO. Teachers of courses where a State assessment (e.g. Regents exam) is given at the end of the year in June must use the Regents as the summative assessment for the purposes of calculating growth.
- SLOs must cover courses with the largest number of students until a majority of each teacher’s total students are covered by an SLO. The number of SLOs a teacher has depends upon the number of classes a teacher teaches that covers 50% of their total roster of students at the time of the pre-assessment.

Decision 3: Determine District rules for how specific SLOs will get set:

- For Elementary level teachers, Elementary principals in concert with district-wide grade level teachers, special education self-contained teachers and integrated teachers, will select appropriate, grade/course-specific assessments and goals focus in the development of the SLOs.
- For Secondary level teachers, SLOs and selection and/or development of appropriate assessments will be determined by the departments' group of teachers facilitated and guided by the department's chair and designated administrative leaders.

Decision 4: Expectations for scoring SLOs and for determining teacher ratings for the growth component:

- Growth Targets must show at least 30% of potential growth from the baseline pre- assessment score for each student by the end of the *Interval of Instructional Time* defined in each SLO.
- The HEDI ratings will be structure as follows and require a minimum of 77% of a teacher’s students covered in each SLO meeting the target for the teacher to be effective:
 - Highly Effective: 86% of students or more will meet or exceed their target goal on the summative assessment.
 - Effective: 77-85% of students will meet or exceed their target goal on the summative assessment.
 - Developing: 65-76% of students will meet or exceed their target goal on the summative assessment.
 - Ineffective: 64% or fewer students will meet or exceed their target goal on the summative assessment

Highly Effective				Effective				Developing				Ineffective								
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96	91	86										75	73	71	69	67	65	54	43	0
%	%	%	85	84	83	82	81	80	79	78	77	%	%	%	%	%	%	%	%	%
-	-	-	%	%	%	%	%	%	%	%	%	-	-	-	-	-	-	-	-	-
100	95	90										76	74	72	70	68	66	64	53	42
%	%	%										%	%	%	%	%	%	%	%	%

- The principal or other administrative designee or department administrator will calculate the score based upon the results of the SLO, arriving at a HEDI rating and point value using the chart above. The building principal will review each calculation if determined by

designee and/or departmental administrator. • Teachers with multiple SLOs will have the results of their SLOs weighted proportionately based on the number of students included in the SLOs. The individual results of the SLOs will be added together to create one overall score to achieve a component score between 0-20 points for the growth measure of the teachers' evaluation.

Sachem Local Language for NYSED Portal

Scores will be based on student growth by locally selected measures. Such measures shall be reviewed by the Superintendent in order to confirm that they are appropriately rigorous and comparable. This measure shall be developed by the District in collaboration with the teachers, provided that a uniform measure will be used across the district, across the grade levels, and across the course for teachers in the same grade level or subject area.

There will be a baseline local assessment administered at a specific point in time, District wide, towards the beginning of the year. Towards the end of the course (either the end of the semester for one semester courses or the end of the year for those year-long courses) there will be a final local assessment administered at one specific point in time, District wide. The difference between the students' initial and final score will be calculated and the percentage of growth across the class will be determined. Taking the class as a whole, the District wide goal is for thirty percent (30%) class growth. The percentage of students that achieve this growth per class will be determined and this percentage assigned to the caseload teacher. The average of this percentage will be calculated for each teacher and this percentage converted to a number on the 100 point scale. This number will be converted into a HEDI score as determined by the chart below. If a teacher has more than one local assessment to complete, then the score will be determined by the average of the classes.

The specific procedures associated with the development of the local assessment/s as described in the preceding paragraph have been collectively negotiated between the parties. In accordance with the scoring system collectively negotiated between the parties, the teacher shall receive points on the local assessment of the APPR, as determined from the conversion point formula, based on the teacher's performance as quantified by the student achievement for those students to whom the teacher bears responsibility.

The teacher's rating will determine how many points the teacher will receive from the local assessment measure toward the composite score.

Conversion Chart for Local Assessment 20 Point Scale		Conversion Chart for Local Assessment 15 Point Scale	
% of Students Meeting Target	Converted 0-20 Scale	% of Students Meeting Target	Converted 0-15
	<i>Ineffective</i>		<i>Ineffective</i>
0	0	0	0
1-15	1	1-15	1
16-40	2	16-54	2
41 – 54	3		
	<i>Developing</i>		<i>Developing</i>
55-56	4	55-56	3
57-58	5	57-58	4
59 - 60	6	59-60	5
61-62	7	61-64	6
63-64	8		
	<i>Effective</i>		<i>Effective</i>
65-66	9	65-66	7
67-68	10	67-68	8
69-70	11	69-70	9
71-72	12	71-72	10
73-74	13	73-74	11
75-76	14	75-76	12
77-79	15	77-85	13
80-83	16		
84-85	17		
	<i>Highly Effective</i>		<i>Highly Effective</i>
86 - 92	18	86-92	14
93 - 96	19	93-100	15
97-100	20		

Sachem Local Language for NYSED Portal

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0	0	0	0
1-15	1	1-15	1
16-40	2	16-54	2
41 – 54	3		
	<i>Developing</i>		<i>Developing</i>
55-56	4	55-56	3
57-58	5	57-58	4
59 - 60	6	59-60	5
61-62	7	61-64	6
63-64	8		
	<i>Effective</i>		<i>Effective</i>
65-66	9	65-66	7
67-68	10	67-68	8
69-70	11	69-70	9
71-72	12	71-72	10
73-74	13	73-74	11
75-76	14	75-76	12
77-79	15	77-85	13
80-83	16		
84-85	17		
	<i>Highly Effective</i>		<i>Highly Effective</i>
86 - 92	18	86-92	14
93 - 96	19	93-100	15
97-100	20		

Sachem Rubric Conversion Chart

Teacher Rating Based Upon Danielson 2007 Rubric

Level		60 point distribution for composite
Ineffective		0-49
Developing		50-56
Effective		57-58
Highly Effective		59-60

Sachem has negotiated that any teacher who receives ineffective ratings in each element of each domain will receive a score of zero out of 60 points.

Sachem has negotiated the following procedure to determine the teachers' scores out of a possible 60 points on the Danielson, 2007 Rubric.

Domain 1 will be worth 12 points. (multiplier is 0.5)

Domain 2 will be worth 18 points (multiplier is 0.9)

Domain 3 will be worth 18 points. (multiplier is 0.9)

Domain 4 will be worth 12 points. (multiplier is 0.5)

Each element within each domain will be scored from 1 to 4. The sum of each domain will be multiplied by a factor that will result in a score that will not exceed the total domain worth.

For example, Domain 1 has six (6) elements. A teacher is evaluated as follows:

- 1a. 4
 - 1b. 3
 - 1c. 3
 - 1d. 4
 - 1e. 2
 - 1f. 2
- Total = 18

The total score is multiplied by 0.5 yielding a score of 9 out of a possible 12 points on Domain 1. This process will be completed accordingly for each domain.

It should be noted that multiple observations are required for each teacher. A weighting will be used for announced and unannounced observations: announced observations will receive a weighting of 60% and unannounced observations will have a weighting of 40%. In other words,

once the final score from each observation is calculated, the announced observation will be multiplied by a factor of 0.60 and added to the unannounced observation which has been multiplied by 0.40. The total will not exceed 60 points.

For untenured teachers who require two (2) announced observations and one (1) unannounced observation, the announced observations will be averaged and then the aforementioned process utilized to apply the weighting.

Sachem Central School District

Holbrook, New York 11741

IMPROVEMENT PLAN

NAME:	SCHOOL:
DEPARTMENT:	DATE:

1. Area Needing Improvement:

Action Plan/Professional Learning Activities	Timeline	Artifacts
a.		
b.		
c.		

2. Area Needing Improvement:

Action Plan/Professional Learning Activities	Timeline.	Artifacts
a.		
b		
c		

Meeting Dates for Review	Comments
Date 1	
Date 2	
Date 3	

Name	Signature	Date
Teacher		
Principal		
Association		

Sachem Central School District

PRINCIPAL IMPROVEMENT PLAN

AREA(S) OF IMPROVEMENT	STRATEGIES THE PRINCIPAL WILL USE TO IMPROVE	SPECIFIC RESOURCES TO BE MADE AVAILABLE TO HELP	PROPOSED MEASUREMENTS & TIMELINE FOR IMPROVEMENT
VISION OF LEARNING			
SCHOOL CULTURE; INSTRUCTIONAL PROGRAM			
LEARNING ENVIRONMENT			
COMMUNITY RELATIONS			
INTEGRITY, FAIRNESS, ETHICS			
CULTURAL COURTESY			
COLLABORATION			

Principal Signature: _____

Date: _____

Assistant Supt. Signature: _____

Date: _____

Superintendent Signature: _____

Date: _____

PRINCIPAL IMPROVEMENT PLAN

PROGRESS RECORD FORM

	<p>Summary of Meeting (Superintendent or Assist Supt)</p>	<p>SIGN-OFF BY BOTH PARTIES</p>
<p>Meeting #1 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #2 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #3 Date _____</p>		<p>_____</p> <p>_____</p>
<p>Meeting #4 Date _____</p>		<p>_____</p> <p>_____</p>

<p>Meeting #5 Date _____</p>		<hr/> <hr/>
<p>Meeting #6 Date _____</p>		<hr/> <hr/>
<p>Meeting #7 Date _____</p>		<hr/> <hr/>

Sachem Central School District Principal 60 Point HEDI

COMPOSITE POINT TOTAL

The building principal’s end of year evaluation shall consist of a total of **up to 150 raw points** (120 points assigned to the rubric (end year evaluation form (e.g. 30 sub-domains x 4 Highly Effective = 120) and 30 points assigned to submitted school documents) The principal will be assigned a final composite point total based upon his/her raw score following the conversion scale below: Any principal who receives an ineffective rating in each element will receive a zero out of 60 points.

CONVERSION SCALE

Raw Score	73-71	76-74	79-77	80-89	90-99	100-109	110-114	115-120	121-129	130-150
Scaled Score (points earned)	51	52	53	54	55	56	57	58	59	60
Raw Score	51-50	54-52	56-55	58-57	60-59	62-61	63-64	65-66	67-68	69-70
Scaled Score (points earned)	41	42	43	44	45	46	47	48	49	50
Raw Score	≤35	41-36	43-42	45-44	47-46	49-48				
Scaled Score (points earned)	Raw Score	36	37	38	39	40				

*Each artifact with is valued at one point (raw score) with a maximum of 5 points per each domain.

Highly Effective Range 58 – 60

Effective Range 53-57

Developing Range 48-52

Ineffective Range 0-47

Sachem Principal - Local HEDI Score

The Overall Composite Score: (the principal's placement within a HEDI category) is determined by the review process completed by the Assistant Superintendent for Curriculum and the Assistant Superintendent for Personnel. All reviews must be forwarded to the Superintendent of Schools for final review. Based upon the statutory ranges derived from the collectively bargained scoring system, where applicable, each individual principal will be placed into the category of Ineffective, Developing, Effective, or Highly Effective.

Local 20% HEDI

Local 15% HEDI*

Rating	Percent – Target Met	Overall Value		Rating	Percent Target Met	Overall Value
Highly Effective	96-100	20		Highly Effective	96-100	15
Highly Effective	91-95	19		Highly Effective	90-95	14
Highly Effective	86-90	18		Effective	83-89	13
Effective	81-85	17		Effective	75-82	12
Effective	76-80	16		Effective	67-74	11
Effective	71-75	15		Effective	61-66	10
Effective	66-70	14		Effective	53-60	9
Effective	61-65	13		Effective	47-52	8
Effective	56-60	12		Developing	41-46	7
Effective	51-55	11		Developing	32-40	6
Effective	46-50	10		Developing	26-31	5
Effective	41-45	9		Developing	21-25	4
Developing	36-40	8		Developing	13-20	3
Developing	31-35	7		Ineffective	6-12	2
Developing	26-30	6		Ineffective	1-5	1
Developing	21-25	5		Ineffective	0	0
Developing	16-20	4				
Developing	11-15	3				
Ineffective	6-10	2				
Ineffective	1-5	1				
Ineffective	0	0				

At this time it has not been determined whether the state growth measure will be determined utilizing a value-added model or not. In recognition of this, we have mutually agreed to utilize these charts in calculating the score for the local achievement measure. If the District is required to utilize a value added growth model, then the 15% HEDI local achievement measure will be utilized in accordance with law. Please note that the target scores for State assessments for grades 4-8 are 3 and 4. Please note that the target score for all local assessment is 3 and 4.

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 the 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

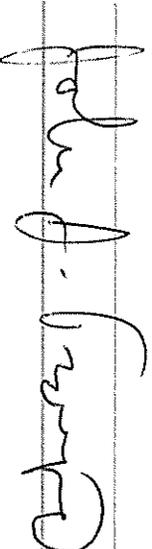
Signatures, dates

Superintendent Signature: Date:



 1/2/13

Teachers Union President Signature: Date:



 1/2/13

Administrative Union President Signature: Date:



 1/2/13

Board of Education President Signature: Date:



 1/2/13