



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

Commissioner of Education
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December 20, 2012

Dr. Michael V. McGill, Superintendent
Scarsdale Union Free School District
2 Brewster Road
Scarsdale, NY 10583

Dear Superintendent McGill:

Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Tuesday, September 25, 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 : 662001030000

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

662001030000

1.2) School District Name: SCARSDALE UFSD

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

SCARSDALE UFSD

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.

2012-2014

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

Created Wednesday, May 02, 2012
Updated Tuesday, December 18, 2012

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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	School-or BOCES-wide, group or team results based on State assessments	Grade 3 ELA
1	School-or BOCES-wide, group or team results based on State assessments	Grade 3 ELA
2	School-or BOCES-wide, group or team results based on State assessments	Grade 3 ELA

	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.	Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-79 % of the students meet or exceed the target determined in the Student Learning Objective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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	School-or BOCES-wide, group or team results based on State assessments	Grade 3 State Math Test
1	School-or BOCES-wide, group or team results based on State assessments	Grade 3 State Math Test
2	School-or BOCES-wide, group or team results based on State assessments	Grade 3 State Math Test

	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.	Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-79 % of the students meet or exceed the target determined in the Student Learning Objective

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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	6th Grade District Developed Scarsdale Science Assessment
7	District, regional or BOCES-developed assessment	7th Grade District Developed Scarsdale 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.	Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-79 % of the students meet or exceed the target determined in the Student Learning Objective
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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
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6	District, regional or BOCES-developed assessment	6th grade District Developed Scarsdale Social Studies Assessment
7	District, regional or BOCES-developed assessment	7th Grade District Developed Scarsdale Social Studies Assessment
8	District, regional or BOCES-developed assessment	8th Grade District Developed Scarsdale Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet District goals for similar students.	55-79 % of the students meet or exceed the target determined in the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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	Scarsdale School District developed 9th grade Global 1 assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Global 1 is not a Regents course in Scarsdale USFD. Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet District goals for similar students.	55-79 % of the students meet or exceed the target determined in the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Earth Science, Chemistry, Physics are not Regents courses in Scarsdale USFD Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet District goals for similar students.	55-79 % of the students meet or exceed the target determined in the Student Learning Objective

Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students meet or exceed the target determined in the Student Learning Objective

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Algebra 1 is a middle school Regents course, not a Regents course at the high school in Scarsdale UFSD. Geometry and Algebra 2 are not Regents courses at Scarsdale UFSD.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet District goals for similar students.	55-79 % of the students meet or exceed the target determined in the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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	Scarsdale UFSD grade and subject specific assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	Scarsdale UFSD grade and subject specific assessment
Grade 11 ELA	Regents assessment	English 11 Regents Exam

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.	Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet District goals for similar students.	55-79 % of the students meet or exceed the target determined in the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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
All other teachers in Grades K-5 not named above	School/BOCES-wide/group/team results based on State	Grade 5 ELA
All other teachers in Grades 6-8 not named above	School/BOCES-wide/group/team results based on State	Grade 8 ELA
All other non core teachers in Grades 9-12	School/BOCES-wide/group/team results based on State	Grade 11 English Regents
All other core teachers in Grades 9-12	District, Regional or BOCES-developed	Scarsdale UFSD grade and subject - specific assessment

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers in collaboration with principals will analyze baseline data and establish individual growth targets. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets. Please see 2.11 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	80 % or more of the students meet or exceed the target determined in the Student Learning Objective
Effective (9 - 17 points) Results meet District goals for similar students.	55-79 % of the students meet or exceed the target determined in the Student Learning Objective
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students meet or exceed the target determined in the Student Learning Objective
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students meet or exceed the target determined in the Student Learning Objective

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124012-TXEttx9bQW/SLOs chart.docx

2.12) Locally Developed Controls

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

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

We are not exercising the option of allowing locally developed adjustments, controls or special considerations.

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 Wednesday, May 02, 2012

Updated Tuesday, December 18, 2012

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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	6(ii) School wide measure computed locally	State ELA Exams Grades 3-5
5	6(ii) School wide measure computed locally	State ELA Exams Grades 3-5
6	6(ii) School wide measure computed locally	State ELA Exams Grades 3-5
7	6(ii) School wide measure computed locally	State ELA Exams Grades 3-5
8	6(ii) School wide measure computed locally	State ELA Exams Grades 3-5

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State Math Exams Grades 3-5
5	6(ii) School wide measure computed locally	State Math Exams Grades 3-5
6	6(ii) School wide measure computed locally	State Math Exams Grades 3-5
7	6(ii) School wide measure computed locally	State Math Exams Grades 3-5
8	6(ii) School wide measure computed locally	State Math Exams Grades 3-5

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.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.3 for the uploaded graph that describes the general process for assigning HEDI categories

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/5139/124013-rhJdBgDruP/HEDI bands teachers_1.rtf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

described in 1) or 2), above

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	State ELA Exams Grades 3-5
1	6(ii) School-wide measure computed locally	State ELA Exams Grades 3-5
2	6(ii) School-wide measure computed locally	State ELA Exams Grades 3-5
3	6(ii) School-wide measure computed locally	State ELA Exams Grades 3-5

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	State Math Exams Grades 3-5
1	6(ii) School-wide measure computed locally	State Math Exams Grades 3-5
2	6(ii) School-wide measure computed locally	State Math Exams Grades 3-5
3	6(ii) School-wide measure computed locally	State Math Exams Grades 3-5

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State ELA Exams Grades 6-8
7	6(ii) School wide measure computed locally	State ELA Exams Grades 6-8
8	6(ii) School wide measure computed locally	State ELA Exams Grades 6-8

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.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State ELA Exams Grades 6-8
7	6(ii) School wide measure computed locally	State ELA Exams Grades 6-8
8	6(ii) School wide measure computed locally	State ELA Exams Grades 6-8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Grade 11 English Regents
Global 2	6(ii) School wide measure computed locally	Grade 11 English Regents
American History	6(ii) School wide measure computed locally	Grade 11 English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

for grade/subject.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Grade 11 English Regents
Earth Science	6(ii) School wide measure computed locally	Grade 11 English Regents
Chemistry	6(ii) School wide measure computed locally	Grade 11 English Regents
Physics	6(ii) School wide measure computed locally	Grade 11 English Regents

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.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Grade 11 English Regents
Geometry	6(ii) School wide measure computed locally	Grade 11 English Regents
Algebra 2	6(ii) School wide measure computed locally	Grade 11 English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

3.11) High School English Language Arts

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

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

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

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

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.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see 3.13 for the uploaded graph that describes the general process for assigning HEDI categories

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/5139/124013-y92vNseFa4/HEDI bands teachers_1.rtf

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.

We are not exercising the option of allowing locally developed adjustments, controls or special considerations.

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.

A percentage of each subcomponent score will be derived based on the percentage of student load linked to each assessment. These subcomponent scores will then be combined to arrive at a HEDI 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 Wednesday, May 02, 2012

Updated Tuesday, December 18, 2012

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

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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.

Through the process of collective bargaining, the district has agreed to an assessment of best practices through multiple classroom observations and other sources of evidence as defined by Charlotte Danielson's Framework. Each of the four domains is assigned 15 points and evidence/artifacts are embedded in the domains. All elements within all domains will be weighted equally. The review of artifacts will take place during the pre and post conferences as part of the observation process. Using Danielson's Framework the evidence will be collected through multiple observations and assessments through each of the domains of the rubric. Each domain will be evaluated holistically and points distributed as indicated on the attached chart.

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

assets/survey-uploads/5091/124014-eka9yMJ855/APPR allocation 60 pts teachers.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.	Highly Effective: Overall performance and results exceed NYS Teaching Standards. The specific scores will be assigned consistent with the state approved Danielson Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective: Overall performance and results meet NYS Teaching Standards. The specific scores will be assigned consistent with the state approved Danielson Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. The specific scores will be assigned consistent with the state approved Danielson Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective: Overall performance and results do not meet NYS Teaching Standards. The specific scores will be assigned consistent with the state approved Danielson Rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	60
Effective	43-59
Developing	36-42
Ineffective	0-35

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	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 Wednesday, May 02, 2012

Updated Tuesday, July 03, 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	60
Effective	43-59
Developing	36-42
Ineffective	0-35

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 Wednesday, May 02, 2012

Updated Friday, October 19, 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/5265/124016-Df0w3Xx5v6/scarsdale teacher TIP.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The timeline is written into the appeals process.

SCARSDALE

APPEALS PROCEDURE

New Article-Appeal Procedure

A. Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level and the earliest possible stage, an orderly and equitable settlement of differences which may, from time to time arise affecting the matters related to a rating of "Ineffective" issued to a tenured classroom teacher. The appeal procedures outlined herein are not to be used to change the provisions of the Collective Agreement nor the rules and regulations of the Board.

B. Definition

1. An "appeal" in this case is a request by a classroom teacher for a review of a rating of a tenure teacher under the Annual Professional Performance Review Plan ("APPR") as "ineffective". The grounds for appeal are as follows:

- 1) The substance of the annual professional performance review;*
 - 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) The District's compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; and*
 - 5) The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.*
- 2. "Teacher" shall mean a tenured classroom teacher as the term "class room teacher" is defined in the Regulations of the Commissioner of Education.*

C. Basic Principles

- 1. Nothing herein contained shall be construed as limiting the right of an individual teacher planning an appeal to resolve the matter informally with his or her immediate supervisor.*
- 2. All meetings shall be confidential.*
- 3. Only a tenured teacher may appeal and only a rating of ineffective or teacher improvement plan ("TIP") may form the basis for an appeal.*
- 4. The Appeal Process shall have three stages: (1) the immediate supervisor; (2) the Appeal Committee; (3) the Superintendent of Schools.*
- 5. The tenured teacher who has received an ineffective rating or a TIP may appeal to the principal/supervisor who rendered the rating.*
- 6. If the appeal does not result in a satisfactory outcome for the teacher, the teacher may bring the appeal before the Appeal Committee.*
- 7. If the Committee reaffirms the principal's/supervisor's ineffective rating or TIP, the teacher may appeal to the Superintendent of Schools. The Superintendent of Schools' decision shall be final and binding.*
- 8. An eligible teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. In such an appeal, the teacher has the burden of establishing the basis for the appeal and providing the justification for a change in the rating.*

D. Appeal Committee

The Appeal Committee shall consist of an equal number of teachers and administrators who shall be appointed by their respective collective bargaining associations. The Appeal Committee shall consist of the following eight (8) members:

STA: Teachers shall be appointed by the STA

STA President

Elementary Teacher

Middle School Teacher

High School Teacher

Administration: Principals shall be appointed by SPA

Note: the supervisor or principal who rendered the ineffective rating may not sit on the Committee.

Assistant Superintendent for Personnel & Administrative Services

Elementary Principal

Middle School Principal

High School Principal

If there is a deadlock on the Committee it goes to the Superintendent of Schools.

E. Procedures

- 1. Supervisors must inform tenured teachers of an ineffective rating in writing no later than June 1st of the school year and at such time therefore as the Rating is complete. Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each stage shall be considered as a maximum, and every effort shall be made to expedite the process. The time limited specified may, however, be extended by mutual agreement.*
- 2. In the event an appeal is filed at such time that it cannot be processed through all the steps in this appeal procedure by the end of the school year, the parties will make every effort to reduce the time limits set forth herein so that the appeal procedure may be exhausted prior to the end of the school year, or as soon as practicable after the opening of the next school year.*
- 3. Stage One-Immediate Supervisor*
 - a. A person who is not satisfied with his rating of ineffective or a TIP may file a written appeal with his or her principal or supervisor with a copy to the President of the Association on the Notification of Appeal form which is available in all schools. (A copy of this form is included as Exhibit "C" to this Agreement). The written appeal shall state the facts on which it is based, the provisions of this Agreement and/or the Board rules, regulations, and policies involved and the relief sought and shall be signed and dated by the appealing party.*
 - b. Within five (5) days after the presentation of the written appeal, the principal or supervisor will meet with the teacher in an effort to*

resolve the appeal. The teacher shall be present and may be represented by from one to three professional staff members of his or her choosing. A decision shall be rendered on the appeal within five (5) school days after such meeting.

4. Stage Two-Appeal Committee

a. If the person is not satisfied with the disposition of his or her appeal at Stage One, or if a decision has not been rendered within five (5) school days after the meeting at Stage One, he or she may file the appeal in writing to the Assistant Superintendent for Personnel & Administrative Services, with a copy to the President of the Association, within five (5) school days after the decision at Stage One, or twenty (20) school days after the written appeal was presented, whichever is sooner.

b. Within five (5) school days after receipt of the written appeal by the Assistant Superintendent for Personnel & Administrative Services, she or her designee, will convene the Appeals Committee.

5. Stage Three-Superintendent of Schools

a. If the teacher is not satisfied with the disposition of his or her appeal at Stage Two, or if no decision has been rendered within ten (10) school days after he or she has first met with the Committee, or the Committee cannot reach a decision, he or she may file an appeal in writing to the Superintendent.

b. Within ten (10) school days after receiving the written appeal the Superintendent will render a decision in writing. This decision shall be final and binding.

6. This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an APPR and/or improvement plan. A teacher may not resort to any other contractual grievance procedure or arbitration or litigation of any kind such as a lawsuit or appeal to the Commissioner of Education for the resolution of challenges and appeals related to an APPR and/or improvement plan.

7. The intent of this process is to be timely and expeditious and in no event shall take longer than 60 school days from the initiation of the appeal to the completion of the process.

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.

During the past decade Charlotte Danielson trained all our evaluators and lead evaluators based on her evidence based model. Therefore our entire faculty as well as our evaluators are knowledgeable and are experienced in this Framework. Up until the initiation of the APPR Charlotte Danielson was on site each year to do this training.

A certified trainer, Dr. Terry Orr, has been engaged by the District to train and certify our lead evaluators. This training will include protocols to insure inter-rater reliability and consistency. Training will take a minimum of twelve hours and will certify and recertify lead evaluators.

Professional development sessions will include but not be limited to:

-evidence based observation techniques that are grounded in research

-application and use of the student growth percentile model and the value-added growth model

-application and use of the Danielson 2011 revised rubric and the LCI MPPR for use in evaluations, including training on the effective application of such rubrics to observe teacher or principal practice.

-Application and use of the Scarsdale School District's Strategic Plan.

-Application and use of the Scarsdale School District Local Assessments of student achievement that will be used beginning with the 2012-13 school year.

-Use of Statewide Instructional Reporting System.

-The scoring methodology utilized by the Scarsdale School District to evaluate a teacher or principal, 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.

-Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.

-Training in the Scarsdale School District shall be designed to certify lead evaluators.

-The Scarsdale School District shall ensure that lead evaluators maintain inter-rater reliability over time by mandated participation in semi-annual observation norming and calibration following a protocol-based process of common viewing of lessons. In addition, we will engage in data analysis to detect disparities on the part of one or more evaluators along with periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal.

-Any individual who fails to achieve required training or certification or re-certification, as applicable, by the Scarsdale School District shall not conduct or complete an evaluation of a teacher or principal.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, May 02, 2012

Updated Tuesday, September 25, 2012

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

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

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

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
Not applicable		Not applicable

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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	80%-100% of students meet expectations
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55%-79% of students meet expectations
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30%-54% of students meet expectations
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0%-29% of students meet expectations

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.

None

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 Wednesday, May 02, 2012
Updated Tuesday, December 18, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	State ELA Exams 3-5
6-8	(d) measures used by district for teacher evaluation	State ELA Exams 6-8
9-12	(d) measures used by district for teacher evaluation	Grade 11 English Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Please see 8.1 for the uploaded graph that describes the general process for assigning HEDI categories
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The results are well above District adopted expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The results meet District adopted expectations
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The results are below District adopted expectations
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The results are well below District adopted expectations

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/5366/124018-qBFVOWF7fC/HEDI bands principals_1.rtf

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.	not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable

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.

We are not exercising the option of allowing locally developed adjustments, controls or special considerations.

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.

Not applicable

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 Wednesday, May 02, 2012

Updated Wednesday, December 19, 2012

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9.1) Principal Practice Rubric

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

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

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.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

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.

Through the process of collective bargaining, the district has agreed to an assessment of best practices through multiple visits and other sources of evidence.

In accordance with the collective bargaining agreement, points have been determined for each domain and corresponding HEDI ratings have been assigned.

Using the MPPR evidence will be collected through multiple observations and assessments through each of the domains of the rubric. All elements within all domains will be weighted equally. Each domain will be evaluated holistically and points distributed as indicated on the attached chart.

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

assets/survey-uploads/5143/124022-pMADJ4gk6R/Principal 60 pts.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.	Highly Effective: Overall performance and results exceed ISLLC standards The specific scores will be assigned consistent with the state approved Multidimensional Principal Performance Rubric
Effective: Overall performance and results meet standards.	Effective: Overall performance and results meet ISLLC standards The specific scores will be assigned consistent with the state approved Multidimensional Principal Performance Rubric
Developing: Overall performance and results need improvement in order to meet standards.	Developing: Overall performance and results need improvement to meet ISLLC standards The specific scores will be assigned consistent with the state approved Multidimensional Principal Performance Rubric

Ineffective: Overall performance and results do not meet standards.

Ineffective: Overall performance and results do not meet ISLLC standards
The specific scores will be assigned consistent with the state approved Multidimensional Principal Performance Rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	43-59
Developing	36-42
Ineffective	0-35

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, May 02, 2012
Updated Thursday, October 25, 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	60
Effective	43-59
Developing	36-42
Ineffective	0-35

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 Wednesday, May 02, 2012

Updated Friday, December 14, 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/5276/124026-Df0w3Xx5v6/Principal PIP.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The timeline is written into the appeals process.

SCARSDALE UFSD

SCARSDALE PRINCIPALS ASSOCIATION

Annual Professional Performance Review (APPR)

Appeal Procedure (Principals)

a. Appeals shall be limited to those evaluations for Building Principals as defined in the Commissioner's Regulations which have

resulted in a rating of Ineffective.

- b. A draft annual evaluation form shall be presented to the Building Principal at a meeting between the administrator and the Superintendent of Schools or designee to be held no later than June 30th or as soon thereafter as all data related to the evaluation is available.
- c. Within ten (10) school days of the receipt of the draft evaluation of a Building Principal's annual evaluation from the Superintendent of Schools or designee, the administrator may present information, suggestions, and materials, in writing to the Superintendent of Schools or designee.
- d. Within five (5) school days of the receipt of the materials, the Superintendent of Schools or designee shall issue the final evaluation to the building principal.
- e. The evaluator, if not the Superintendent, shall at no time discuss, show, and/or review the draft or final evaluation with the Superintendent of Schools.
- f. Within ten (10) school days of the receipt of the final annual evaluation providing a rating as set forth in Subparagraph (a) above, a Building Principal may appeal the annual evaluation to the Superintendent of Schools. If a Principal is on vacation when the final evaluation is issued, the ten (10) school days for appeal provided herein shall not commence until the principal returns from vacation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. The substance and rating of the annual professional performance review;
 2. The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 3. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
 4. The school district's issuance and/or implementation of the terms of the Principal's improvement plan.
- g. Any issue not raised in the written appeal shall be deemed waived.
- h. Within five (5) school days of receipt of the appeal, the Superintendent of Schools shall render a written determination with respect thereto.
- i. An administrator who received two consecutive ratings of "Ineffective" will be afforded the right to appeal the second "Ineffective" evaluation directly to a hearing panel. The hearing panel will be comprised of one representative from the District, one from the Association, and will be chaired by a mutually agreed upon person including but not limited to a retired administrator. The hearing panel may make recommendations to modify the evaluation, set aside the rating and/or call for a new review conducted by a trained non-bargaining unit administrator other than the original evaluator.
- j. The District and Association will maintain a list of five (5) retired administrators that may be mutually selected to serve as chair. The list of retired administrators will be negotiated and revised annually.
- k. The cost of the chair will be borne equal between the Association and the District, and will be established annually in accordance with prevailing AAA rates.
- l. Absent exigent circumstances, the hearing panel will hear the Building Principal's appeal no later than thirty (30) school days from the date of the final evaluation that resulted in the consecutive "Ineffective" rating.
- m. The hearing panel shall issue a written determination within thirty (30) school days from the conclusion of the hearing. The decision of the panel shall constitute a recommendation to the Superintendent of Schools.
- n. No appeal other than the second consecutive "Ineffective" will be heard before a hearing panel. All other appeals will end with the Superintendent.
- o. The time frames referred to herein may be extended by mutual agreement of the parties.
- p. We ensure the process will be timely and expeditious and in compliance with 3012-C.

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.

Principal evaluator training will be conducted biannually in order to certify and/or re-certify principal evaluators and ensure inter-rater reliability. This training will be conducted by Professor Margaret Orr of Bank Street College. Initially it will focus on the nine requirements for leader evaluator training as listed below. We anticipate meeting exceeding the minimum of 12 hours of training with Professor Orr.

Lead Evaluator Training

9 Required Elements for Training of Lead Evaluators

- 1. NYS teaching standards and their related elements and the leadership standards*
- 2. Evidence based observations that are grounded in research*
- 3. Application and use of the student growth percentile model and the value added growth model*
- 4. Application and use of the State approved teacher or principal rubrics, including training on the effective application of such rubrics*
- 5. Application and use of any assessment tools that school districts utilize to evaluate its classroom teacher or building principals.*

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 State-wide Reporting System

8. The scoring methodology utilized by the department/and or district to evaluate a teacher or principal, including how scores are generated for each subcomponent and the composite effectiveness

9. Specific considerations in evaluating teacher and principals of ELL and Students with disabilities.

Scarsdale School District

Principal Evaluation: Planning and Readiness

October 24, 2012

8:30-11:30 am

Margaret Terry Orr, Bank Street College, facilitator

1. Welcome, introductions, and background

2. Creating a principal evaluation system

a. Expectations, logistics, and scheduling

b. Building on past practice

c. Systems and structures

3. Focusing on principal practice

a. What frames our definition of principal practice? Review of the ISLLC standards and MDPP rubric

b. How do we look at principal practice?

c. What is most essential?

4. Aligning expectations and priorities

a. How to integrate the principal evaluation with the district's priority on fostering critical and creative thinking and complex problem solving among students?

b. How to integrate the principal evaluation with the district's new teacher evaluation system?

5. Preparing for the next session

a. Developing goals and mapping out possible observable evidence

b. Determining what is observable in principal practice, aligned to standards and district priorities.

Training and Preparing for Principal Evaluation

Scarsdale Public Schools

Terry Orr, Bank Street College, facilitator

November 20, 2012

Agenda

Introductions and overview on principal evaluation

Examining principal practice, focusing on Domain 2

o How does this correspond to your practice?

o What questions or challenges exist in using the indicators in this domain?

o What evidence do you have of your effectiveness in this domain?

o What goals and evidence would you propose for this domain this year?

Examining teacher practice, Domain 3

o How have you used the framework in teacher evaluation?

o How might you look at teacher's work together?

o What is the relationship between observing teacher practice and principal evaluation?

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 Wednesday, May 02, 2012

Updated Wednesday, December 19, 2012

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/5581/124028-3Uqgn5g9Iu/District Certification.pdf](assets/survey-uploads/5581/124028-3Uqgn5g9Iu/District%20Certification.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.

Scarsdale Union Free School District

Student Learning Objectives as Comparable Growth Measures

A. HEDI Scoring Bands

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the Comparable Growth Measure (20%) and for the Value-Added Measure (25%).

<i>2012-2013 Growth Subcomponent Scoring Bands</i>	Comparable Growth Measure (SLOs) 20%	Value-Added Measure 25%
Highly Effective	18 - 20	22 - 25
Effective	9 - 17	10 - 21
Developing	3 - 8	3 - 9
Ineffective	0 - 2	0 - 2

B. HEDI CRITERIA with no value-added measure

The District criteria for scoring Student Learning Objectives with no value-added measure is as follows:

Highly Effective 18 – 20 points	Effective 9 – 17 points	Developing 3 – 8 points	Ineffective 0 - 2 points
80% of the students achieve or exceed the target determined in the Student Learning Objective.	55% - 79% of the students achieve or exceed the target determined in the Student Learning Objective.	30% - 55% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 29% of the students achieve or exceed the target determined in the Student Learning Objective.
<i>The points within each category are distributed as follows:</i>			
18 points: 80% - 84% 19 points: 85% - 94% 20 points: 95% - 100%	9 points: 55% - 57% 10 points: 58% - 59% 11 points: 60% - 61% 12 points: 62% - 64% 13 points: 65% - 67% 14 points: 68% - 70% 15 points: 71% - 73% 16 points: 74% - 76% 17 points: 77% - 79%	3 points: 30% - 34% 4 points: 35% - 38% 5 points: 39% - 42% 6 points: 43% - 46% 7 points: 47% - 50% 8 points: 50% - 54%	0 points: 0% - 10% 1 point: 11% - 24% 2 points: 25% - 29%

2012 – 2013 Teachers

For Grades K-8: Points will be assigned based on the building average percentile on the state exam as provided by our RIC.
For Grades 9-12: Points will be assigned based on a percentage of students passing the Grade 11 English Regents. Passing is defined with a score of 65 or better.

Scarsdale Union Free School District Local Assessment HEDI Bands - Point Correlation without Value Added Measure			
Highly Effective 18-20 points	Effective 9-17 points	Developing 3-8 points	Ineffective 0-2 points
18 points: 80% - 84% 19 points: 85% - 94% 20 points: 95% - 100%	9 points: 55% - 57% 10 points: 58% - 59% 11 points: 60% - 61% 12 points: 62% - 64% 13 points: 65% - 67% 14 points: 68% - 70% 15 points: 71% - 73% 16 points: 74% - 76% 17 points: 77% - 79%	3 points: 30% - 34% 4 points: 35% - 38% 5 points: 39% - 42% 6 points: 43% - 46% 7 points: 47% - 50% 8 points: 51% - 54%	0 point: 0% -10% 1 points: 11% - 24% 2 points: 25% - 29%

Scarsdale Union Free School District Local Assessment HEDI Bands - Point Correlation with Value Added Measure			
Highly Effective 14-15 points	Effective 8-13 points	Developing 3-7 points	Ineffective 0-2 points
14 points: 80% - 89% 15 points: 90% - 100%	8 points: 55% - 58% 9 points: 59% - 62% 10 points: 63% - 66% 11 points: 67% - 70% 12 points: 71% - 74% 13 points: 75% -79%	3 points: 30% - 34% 4 points: 35% - 38% 5 points: 39% - 42% 6 points: 43% - 44% 7 points: 45% - 54%	0 point: 0% -10% 1 points: 11% - 24% 2 points: 25% - 29%

2012 – 2013 Teachers

**For Grades K-8: Points will be assigned based on the building average percentile on the state exam as provided by our RIC.
For Grades 9-12: Points will be assigned based on a percentage of students passing the Grade 11 English Regents. Passing is defined with a score of 65 or better.**

Scarsdale Union Free School District Local Assessment HEDI Bands - Point Correlation without Value Added Measure			
Highly Effective 18-20 points	Effective 9-17 points	Developing 3-8 points	Ineffective 0-2 points
18 points: 80% - 84% 19 points: 85% - 94% 20 points: 95% - 100%	9 points: 55% - 57% 10 points: 58% - 59% 11 points: 60% - 61% 12 points: 62% - 64% 13 points: 65% - 67% 14 points: 68% - 70% 15 points: 71% - 73% 16 points: 74% - 76% 17 points: 77% - 79%	3 points: 30% - 34% 4 points: 35% - 38% 5 points: 39% - 42% 6 points: 43% - 46% 7 points: 47% - 50% 8 points: 51% - 54%	0 point: 0% -10% 1 points: 11% - 24% 2 points: 25% - 29%

Scarsdale Union Free School District Local Assessment HEDI Bands - Point Correlation with Value Added Measure			
Highly Effective 14-15 points	Effective 8-13 points	Developing 3-7 points	Ineffective 0-2 points
14 points: 80% - 89% 15 points: 90% - 100%	8 points: 55% - 58% 9 points: 59% - 62% 10 points: 63% - 66% 11 points: 67% - 70% 12 points: 71% - 74% 13 points: 75% -79%	3 points: 30% - 34% 4 points: 35% - 38% 5 points: 39% - 42% 6 points: 43% - 44% 7 points: 45% - 54%	0 point: 0% -10% 1 points: 11% - 24% 2 points: 25% - 29%

2012-2013 Teachers
Scarsdale Union Free School District
Teacher 60 point APPR Allocation

The following formula will be used to determine the distribution of 15 points for each of the four domains within Charlotte Danielson's framework.

Highly Effective: 14 – 15 in each domain

Effective: 7– 13 in each domain

Developing: 3 – 6 in each domain

Ineffective: 0 – 2 in each domain

2012 – 2013 Principals

For Grades K-8: Points will be assigned based on the building average percentile on the state exam as provided by our RIC.
For Grades 9-12: Points will be assigned based on a percentage of students passing the Grade 11 English Regents. Passing is defined with a score of 65 or better.

Scarsdale Union Free School District Local Assessment HEDI Bands - Point Correlation without Value Added Measure			
Highly Effective 18-20 points	Effective 9-17 points	Developing 3-8 points	Ineffective 0-2 points
18 points: 80% - 84% 19 points: 85% - 94% 20 points: 95% - 100%	9 points: 55% - 57% 10 points: 58% - 59% 11 points: 60% - 61% 12 points: 62% - 64% 13 points: 65% - 67% 14 points: 68% - 70% 15 points: 71% - 73% 16 points: 74% - 76% 17 points: 77% - 79%	3 points: 30% - 34% 4 points: 35% - 38% 5 points: 39% - 42% 6 points: 43% - 46% 7 points: 47% - 50% 8 points: 51% - 54%	0 point: 0% -10% 1 points: 11% - 24% 2 points: 25% - 29%

Scarsdale Union Free School District Local Assessment HEDI Bands - Point Correlation with Value Added Measure			
Highly Effective 14-15 points	Effective 8-13 points	Developing 3-7 points	Ineffective 0-2 points
14 points: 80% - 89% 15 points: 90% - 100%	8 points: 55% - 58% 9 points: 59% - 62% 10 points: 63% - 66% 11 points: 67% - 70% 12 points: 71% - 74% 13 points: 75% -79%	3 points: 30% - 34% 4 points: 35% - 38% 5 points: 39% - 42% 6 points: 43% - 44% 7 points: 45% - 54%	0 point: 0% -10% 1 points: 11% - 24% 2 points: 25% - 29%

2012-2013 Principals
Scarsdale Union Free School District
Principal 60 point APPR Allocation

The following formula will be used to determine the distribution of 10 points for each of the six domains within the MPPR framework.

Highly Effective: 9 – 10 in each domain

Effective: 4– 8 in each domain

Developing: 2 – 3 in each domain

Ineffective: 0 – 1 in each domain

Scarsdale UFSD
Principal Improvement Plan

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

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. Both the principal and the superintendent shall meet for an evaluation conference by no later than June 30th or when all the information on the matter is in hand of the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the (*principal's bargaining unit*) or his/her designee over the course of the summer, consistent with the requirements and conditions set forth herein.

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

The principal when receiving a rating of “developing” must be offered the opportunity for a peer mentor chosen from the (*principal's bargaining unit*). If the principal received a rating of “ineffective” he/she must be offered the opportunity for an internal peer mentor or an independent outside mentor mutually agreed upon between the District and Association. The principal may select a mentor, with the approval of the Superintendent and the (*principal's bargaining unit*) President. The mentor and the principal will collaborate biweekly during the first quarter. All dealings between the mentor and the principal will be confidential.

After the first quarter of principal/mentor collaboration, the Superintendent will assess the effectiveness of the intervention and the level of improvement, no later than Dec. 1st. Based on that assessment, the PIP may be adjusted appropriately and meetings between the Superintendent, Mentor and Principal will continue on a monthly basis during the second quarter. The principal must have access to professional development activities related to the area (s) of improvement, including but not limited to: course work, guided reading, consultant, seminars/workshops. The mentor must provide to the Superintendent, with a copy simultaneously sent to the Principal, a written mid-year progress report no later than January 1st. (*moved*). The Superintendent will provide the Principal with a mid-year evaluation, no later than January 15th, that will include, but not be limited to, a second half meeting schedule with the Superintendent that must consist of at least four (4) meetings, as well as clear written direction and guidance in regards to areas of concern. Each meeting will result in written

documentation from the Superintendent to the Principal, no later than two (2) days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The Superintendent must provide the Principal with his/her end of the year evaluation no later than June 15th. The culmination of the PIP will be communicated in writing to the principal. If at the end of the year the PIP goals are met or the administrator is rated “effective” the PIP will terminate. The Both parties will sign the PIP at the end of the school year. If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the Association according to these guidelines for the subsequent school year.

The PIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES OF THE PIP:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. **RESPONSIBILITIES:** Identify steps to be taken by Superintendent and the principal throughout the Plan. Examples: school visits by the Superintendent; supervisory conferences between the principal and Superintendent; written reports and/or evaluations, etc.
- IV. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues; courses; workshops; peer visits; materials; etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific Timeline for implementation of the various components of the PIP and for the final completion of the PIP. Identify the dates for preparation of written documentation regarding the completion of the Plan and finalize the dates as to required meetings and/or school visits, and/or workshops, etc.

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. Student Performance and/or Engagement
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I

III. RECOMMENDED RESOURCE/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support PIP
3. Identify the instrument or rubrics used to monitor progress
4. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

1. Identify how progress will be measured and assessed
2. Specify next steps to be taken based upon progress or lack thereof

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

1. Identify dates for school visitations consistent with APPR Plan
2. Identify dates for progress meetings with Superintendent related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

PIP Administrator

Date

Principal

Date

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

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

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

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

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

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

Signatures, dates

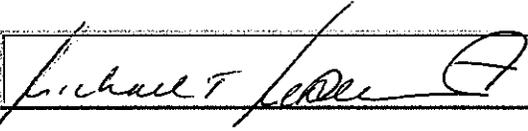
Superintendent Signature: Date:

 12/19/12

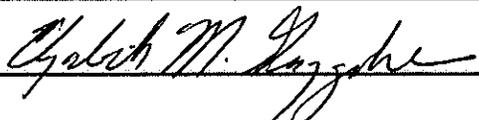
Teachers Union President Signature: Date:

 12/19/12

Administrative Union President Signature: Date:

 12/19/12

Board of Education President Signature: Date:

 12/19/12