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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter:@JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

November 14, 2013

Revised

Dr. Ralph Ferrie, Superintendent
Sewanhaka Central High School District
77 Landau Avenue
Floral Park, NY 11001

Dear Superintendent Ferrie:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Dr. Thomas L. Rogers

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Monday, August 26, 2013

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280252070000

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

280252070000

1.2) School District Name: SEWANHAKA CENTRAL HS DISTRICT

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

SEWANHAKA CENTRAL HS DISTRICT

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, November 04, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	Not applicable	Not applicable
1	Not applicable	Not applicable
2	Not applicable	Not applicable

	ELA	Assessment
3	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not applicable
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Not applicable

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	Not applicable	Not applicable
1	Not applicable	Not applicable
2	Not applicable	Not applicable

	Math	Assessment
3	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Not applicable
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Not applicable

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Sewanhaka-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The SCHSD will be measuring growth. The teachers in collaboration with principals will use each students' prior

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	academic history and historic data to set individual growth targets. Targets will vary from teacher to teacher and school to school based on academic history and historic data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached HEDI calculator
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers who achieve their target will receive 15 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached HEDI calculator

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Sewanhaka-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Sewanhaka-Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SCHSD will be measuring growth. The teachers in collaboration with principals will use each students' prior academic history and historic data to set individual growth targets. Targets will vary from teacher to teacher and school to school based on academic history and historic data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who reach their target will receive 15 points.

Developing (3 - 8 points) Results are below District goals for similar students.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached HEDI calculator

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Composite of Grade 7 state ELA assessment, the Grade 8 state ELA assessment, the Grade 7 state Math assessment, the Grade 8 state Math assessment, the 8th Grade State Science Assessment, the NYS Global 2 Regents Exam, the NYS American History Regents Exam, the NYS Living Environment Regents Exam, the NYS Earth Science Regents Exam, the NYS Chemistry Regents Exam, the NYS Physics Regents Exam, the NYS Common Core Algebra 1 Regents Exam, the NYS Geometry Regents Exam, the NYS Algebra 2 Regents Exam, the NYS Comprehensive English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SCHSD will be measuring growth. The teachers of NYS Global 2 and NYS American History, in collaboration with principals, will use each students' prior academic history and historic data to set individual student growth goals. Targets will vary from teacher to teacher and school to school based on academic history and historic data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets. All other teachers will be assigned HEDI points based on a school-wide target. Teachers will set student growth targets based on student prior academic history and historic data. The assessment for the target is comprised of a composite of growth on the Grade 7 state ELA assessment, the Grade 8 state ELA assessment, the Grade 7 state Math assessment, the Grade 8 state Math assessment, the 8th Grade State Science Assessment, the NYS Global 2 Regents Exam, the NYS American History Regents Exam, the NYS Living Environment Regents Exam, the NYS Earth Science Regents Exam, the NYS Chemistry

	Regents Exam, the NYS Physics Regents Exam, theNYS Common Core Algebra 1 Regents Exam, the NYS Geometry Regents Exam, the NYS Algebra 2 Regents Exam, the NYS Comprehensive English Regents Exam. The school-wide target for this growth, which will generate the HEDI scoring band points, will be set by the principal in consultation with a school-based data team, based on student prior academic history and historic data. A HEDI score will be awarded for each teacher based on the overall percentage of students who meet or exceed the school-wide growth target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who reach their target will receive 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached HEDI calculator

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SCHSD will be measuring growth. The teachers in collaboration with principals will use each students' prior academic history and historic data to set individual growth targets. Targets will vary from teacher to teacher and school to school based on academic history and historic data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.

	The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who reach their targets will receive 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached HEDI calculator

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SCHSD will be measuring growth. For the 2013-14 school-year only, and for students receiving common core instruction, the district will administer both the NYS Integrated Algebra Regents exam in addition to the NYS Common Core Algebra 1 Regents exam. In these instances, the district will use the higher of the two scores for APPR purposes.The teachers in collaboration with principals will use each students' prior academic history and historic data to set individual growth targets. Targets will vary from teacher to teacher and school to school based on academic history and historic data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon

	with the Sewanhaka Federation of Teachers (see Task 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who reach their targets will receive 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached HEDI calculator

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	School-/BOCES-wide group/team results based on State assessments	Composite of Grade 7 state ELA assessment, the Grade 8 state ELA assessment, the Grade 7 state Math assessment, the Grade 8 state Math assessment, the 8th Grade State Science Assessment, the NYS Global 2 Regents Exam, the NYS American History Regents Exam, the NYS Living Environment Regents Exam, the NYS Earth Science Regents Exam, the NYS Chemistry Regents Exam, the NYS Physics Regents Exam, the NYS Common Core Algebra 1 Regents Exam, the NYS Integrated Algebra Regents Exam, the NYS Geometry Regents Exam, the NYS Algebra 2 Regents Exam, the NYS Comprehensive English Regents Exam, and the NYS Common Core English Regents Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Composite of Grade 7 state ELA assessment, the Grade 8 state ELA assessment, the Grade 7 state Math assessment, the Grade 8 state Math assessment, the 8th Grade State Science Assessment, the NYS Global 2 Regents Exam, the NYS American History Regents Exam, the NYS Living Environment Regents Exam, the NYS Earth Science Regents Exam, the NYS Chemistry Regents Exam, the NYS Physics Regents Exam, the NYS Common Core Algebra 1 Regents Exam, the NYS Integrated Algebra Regents Exam, the NYS Geometry Regents Exam, the NYS Algebra 2 Regents Exam, the NYS Comprehensive English Regents Exam, and the NYS Common Core English Regents Exam
Grade 11 ELA	Regents assessment	NYS Comprehensive English 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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SCHSD will be measuring growth using the NYS Comprehensive English Regents exam. The teachers in collaboration with principals, will use each students' prior academic history and historic data to set individual student growth goals. Targets will vary from teacher to teacher and school to school based on academic history and historic data. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets. All other teachers will be assigned HEDI points based on a school-wide target. Teachers will set student growth targets based on student prior academic history and historic data. The assessment for the target is comprised of a composite of growth on the Grade 7 state ELA assessment, the Grade 8 state ELA assessment, the Grade 7 state Math assessment, the Grade 8 state Math assessment, the 8th Grade State Science Assessment, the NYS Global 2 Regents Exam, the NYS American History Regents Exam, the NYS Living Environment Regents Exam, the NYS Earth Science Regents Exam, the NYS Chemistry Regents Exam, the NYS Physics Regents Exam, the NYS Common Core Algebra 1 Regents Exam, the NYS Integrated Algebra Regents Exam, the NYS Geometry Regents Exam, the NYS Algebra 2 Regents Exam, the NYS Comprehensive English Regents Exam, and the NYS Common Core English Regents Exam. The school-wide target for this growth, which will generate the HEDI scoring band points, will be set by the principal in consultation with a school-based data team, based on student prior academic history and historic data. A HEDI score will be awarded for each teacher based on the overall percentage of students who meet or exceed the school-wide growth target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 2.11).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District goals for similar students.	Teacher who reach their targets will receive 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached HEDI calculator

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
ELA, Math, Science, Social Studies classes for Alternately Assessed students	State Assessment	New York State Alternate Assessment

ESL	State Assessment	New York State English as a Second Langauge Achievement Test
All Other Courses	School/BOCES-wide/group/team results based on State	Composite Grade 7 state ELA assessment, the Grade 8 state ELA assessment, the Grade 7 state Math assessment, the Grade 8 state Math assessment, the 8th Grade State Science Assessment, the NYS Global 2 Regents Exam, the NYS American History Regents Exam, the NYS Living Environment Regents Exam, the NYS Earth Science Regents Exam, the NYS Chemistry Regents Exam, the NYS Physics Regents Exam, the NYS Common Core Algebra 1 Regents Exam, the NYS Integrated Algebra Regents Exam, the NYS Geometry Regents Exam, the NYS Algebra 2 Regents Exam, the NYS Comprehensive English Regents Exam, and the NYS Common Core English Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SCHSD will be measuring growth. Teachers of all other courses will be assigned HEDI points based on a school-wide target. Teachers will set student growth targets based on student prior academic history and historic data. The assessment for the target is comprised of a composite of growth on the Grade 7 state ELA assessment, the Grade 8 state ELA assessment, the Grade 7 state Math assessment, the Grade 8 state Math assessment, the 8th Grade State Science Assessment, the NYS Global 2 Regents Exam, the NYS American History Regents Exam, the NYS Living Environment Regents Exam, the NYS Earth Science Regents Exam, the NYS Chemistry Regents Exam, the NYS Physics Regents Exam, the NYS Common Core Algebra 1 Regents Exam, the NYS Integrated Algebra Regents Exam, the NYS Geometry Regents Exam, the NYS Algebra 2 Regents Exam, the NYS Comprehensive English Regents Exam, and the NYS Common Core English Regent Exam. The school-wide target for this growth, which will generate the HEDI scoring band points, will be set by the principal in consultation with a school-based data team, based on student prior academic history and historic data. A HEDI score will be awarded for each teacher based on the overall percentage of students who meet or exceed the school-wide growth target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 2.11). Teachers being evaluated using the NYSAA and the NYSESLAT will measure growth using the following process. The teachers in collaboration with principals will use each students' prior academic history and historic data to set individual growth targets. Targets will vary from teacher to teacher and school to school based on academic history and

	historic data. HEDI points will be assigned based on the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers who reach their targets will receive 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached HEDI calculator

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/5364/132919-TXEtxx9bQW/SLO_calculator_20_point_scale_11-13-12.xls

2.12) Locally Developed Controls

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

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

Targets will be based on historical trend data as well as prior student academic history. This will set a reasonable context for all students, and will account for factors such as SDW, ELL, and SES. No other specific controls will be added.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, August 29, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	Not applicable	Not Applicable
5	Not applicable	Not Applicable
6	Not applicable	Not Applicable
7	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

8	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-15 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.3). The 0-20 HEDI score calculator has also been included for use until a VAM is approved.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their target will receive 11 points once a VAM is approved. Until VAM is approved, teachers who reach their target will receive 15 out of 20 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	Not applicable	Not applicable
5	Not applicable	Not applicable
6	Not applicable	Not applicable

7	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
8	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-15 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.3). The 0-20 HEDI score calculator has also been included for use until a VAM is approved.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their target will receive 11 points when a VAM is approved. Until a VAM is approved, teachers who reach their target will receive 15 out of 20 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/545397-rhJdBgDruP/HEDI Calculators for RR.xlsx

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment

K	Not applicable	Not applicable
1	Not applicable	Not applicable
2	Not applicable	Not applicable
3	Not applicable	Not applicable

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.	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

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	Not applicable	Not Applicable
1	Not applicable	Not Applicable
2	Not applicable	Not Applicable
3	Not applicable	Not Applicable

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.	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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
8	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their goal will receive 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
8	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their target will receive 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Global 2	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
American History	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their target will receive 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Earth Science	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Chemistry	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Physics	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their target will receive 15 points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Geometry	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Algebra 2	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their target will receive 15 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See attached HEDI calculator

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

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	See attached HEDI calculator

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their target will receive 15 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All Other Courses	6(ii) School wide measure computed locally	Sewanhaka-developed Grade 7-12 Literacy Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The SCHSD will be measuring achievement. Teachers, in collaboration with the principals, will use each students' preassessment results and historical data to set a school-wide achievement target. The same target will apply to all teachers in the school. The achievement target, which will generate the HEDI scoring band points, will vary from high school to high school based on pre-assessment results and historic data. A HEDI score will be awarded to all teachers in all grades and all subjects based on the overall percentage of students who meet or exceed the school-wide achievement target. The 0-20 HEDI score will be determined using the attached HEDI band calculator, which was developed and agreed upon with the Sewanhaka Federation of Teachers (see Task 3.13)

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers who reach their targets will receive 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached HEDI calculator

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/5139/132938-y92vNseFa4/SLO calculator 20 point scale 11-21-12.xls

3.14) Locally Developed Controls

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

Historical data, pre-assessment results, and student prior performance will be reviewed when setting school-wide targets. This will account for factors related to SWD, ELL, and SES. No other additional controls will be added.

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.

All teachers in all grades and all subjects will receive the same HEDI score based on the percentage of students meeting or exceeding the school-wide target, All teachers will have one locally selected measure, which covers 100% of their students.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(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	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Tentured teachers will be observed a minimum of 2 times. Non Tenured teachers will be observed a minimum of 6 times. In each observation, all 4 domains of the Danielson rubric will be given a holistic score based on evidence observed. Domains will be weighted equally. Those domain scores will be averaged across observations to produce an observation rubric score on a 4 point scale. Observations will count for 2/3 of the other measures subcomponent.

The collection of artifacts must reflect evidence across all 4 domains of the Danielson rubric, and will be scored on a 4 point scale. All domains will be weighted equally. The collection of artifacts will count for 1/3 of the other measures subcomponent.

The observation and artifact scores will then be combined to produce an "other measures" over-all rubric score on a 4 point scale. The over-all rubric score will then be converted into a scale score out of 60 points, according to the attached rubric, which demonstrates the HEDI score breakdowns. We will take the overall rubric average from the observations and multiply it by 2/3. We will take the overall rubric score from the artifact collection andmpultiply it by 1/3. We will sum the totals of the two, and convert the total using the attached rubric conversion chart. When converting decimals, regular rules of rounding will apply (less than .5 will be rounded down, .5 and greater will be rounded up, except where rounding would cause a teacher to move to a different HEDI category. In those instances, the whole number will be used to determine the HEDI score regardless of the decimal.

The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. HEDI rating categories will convert to point values as follows:
Highly effective=4
Effective=3
Developing=2
Ineffective=1

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

assets/survey-uploads/12179/545398-eka9yMJ855/Appendix E Rubric Conversion Chart-revised.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The overall performance and documented results exceeds the expectations of the NYS Teaching Standards. The teacher has earned an other measures score of 59-60 as measured across the 4 Domains of the Danielson Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	The overall performance and documented results meets the expectations of the NYS Teaching Standards. The teacher has earned an other measures score of 57-58 as measured across the 4 Domains of the Danielson Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The overall performance and documented results needs improvement in order to meet the expectations of the NYS Teaching Standards. The teacher has earned an other measures score of 50-56 as measured across the 4 Domains of the Danielson Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The overall performance and documented results do not meet the expectations of the NYS Teaching Standards. The teacher has earned an other measures score of 0-49 as measured across the 4 Domains of the Danielson Rubric.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	6
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	6

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?

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	2
4.7) Observations of Tenured Teachers | Informal/Short	0
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?

- Not Applicable

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, June 27, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Tuesday, July 16, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/160726-Df0w3Xx5v6/TIP for Review Room.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:

XIII. Appeals Procedures
Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the

issuance and implementation of improvement plans for teachers whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher/principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY
Appeals of annual professional performance reviews are limited to those that rate a teacher as “Ineffective” or “Developing” only.

Appeals shall be limited to:
• The substance of the APPR
• The school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law
• The school district’s adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures
• The school district’s issuance and/or implementation of the terms of a TIP

BURDEN OF PROOF
In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. The teacher, upon request, shall be provided with relevant student achievement and/or test data results.

TIMEFRAME FOR FILING APPEAL
The timeframes referred to herein may be extended by mutual agreement of the parties. Any extensions of timeframes by mututal agreement will be timely and expeditious in accordance with Education Law 3012-c.

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT RESPONSE
Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher’s improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL
A decision shall be rendered by the Superintendent of Schools. Should there be a change in the office of the Superintendent the Appeals article XIII of the APPR Agreement will be renegotiated. Any renegotiated appeals procedures will be renegotiated in compliance with Education Law 3012-c as a material change to an approved APPR plan.

DECISION
A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher’s appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher’s appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an

improvement plan, if that person is different. Nothing shall prevent the teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020(a).

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

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

The Superintendent, Principals, Assistant Principals, and department chairs will be trained and recertified annually using a blended learning approach. For initial training, 6 sessions lasting 1.5 hours each will be conducted. For re-certification, 4 sessions lasting 1.5 hours will be conducted. Additional independent work will be required of all evaluators in an on-line format. All training will be conducted by the Assistant Superintendent for Curriculum and Instruction.

Training modules will include information on:
1) New York State teaching Standards
2) Evidence Based observations
3) Application and use of Student Growth Percentiles and Value Added Growth Models data
4) Application and use of the State approved teacher rubrics
5) Application and use of any assessment tools used to evaluate teachers
6) Application and use of State-approved locally selected measures of student achievement
7) Use of the Statewide Instructional Reporting Sysytem
8) Scoring methodology used to evaluate teachers
9) Specific considerations in evaluating teachers of ELL and students with disabilities.

The Superintendent will certify the rigor and thoroughness of the evaluator training. Attendance at all training sessions will be documented in mylearningplan.org. All evaluators will be approved annually by the BOE upon completion of certification/recertification. Inter-rater reliability training will be handled in a turn-key fashion and will be a required component of the blended learning training.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data | Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked

6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Tuesday, April 30, 2013
Updated Thursday, June 27, 2013

Page 1

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

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

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

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

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

7-12
(No response)
(No response)
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

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

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

List of State-approved 3rd party assessments

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

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

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

Not Applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, August 29, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	7-12	(d) measures used by district for teacher evaluation	Sewanhaka CHSD-developed Grade 7-12 Literacy Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The SCHSD will be measuring achievement. Principals in collaboration with the Superintendent will use each students' preassessment results and historical data to set a school-wide achievement target. The Superintendent and Principal will then review and agree upon the target based on pre-assessment scores and historial data. The achievement target, which will generate the HEDI scoring band for each principal, will vary from school to school based on pre-assessment results and historic data. A HEDI score will be awarded to each principal based on the the overall percentage of students in the school that meet or exceed the school-wide achievement target. Achievement will be defined as passing the post-assessment with a score of 65% or higher. The composite will be a percentage calculated by diving the total number of students in the building that passed the exam by the total number of students in the building that took the exam and multiplying by 100. The 0-15 HEDI score will be determined using the attached

	HEDI band calculator (see Task 8.1). The 0-20 calculator has also been included since a VAM was not approved for the 2013-2014 school year.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the attached HEDI Calculator
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals who meet their target will recieve 11 points when a VAM is approved. Until a VAM is approved, Principals who meet their target will receive 15 out of 20 points when they meet their target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the attached HEDI Calculator
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See the attached HEDI Calculator

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

(No response)

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

assets/survey-uploads/12190/545402-qBFVOWF7fC/SLO Calculators for RR.xlsx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(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
	Not Applicable		Not Applicable

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

The locally developed controls used to set the goals for Locally-Selected Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, pre-assessment data and other historic data that. No additional controls will be used.

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 Tuesday, April 30, 2013
Updated Monday, August 26, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

•A broad assessment of the principal's leadership and management actions will be conducted using cumulative evidence obtained from multiple site visits, meetings, and various artifacts of practice. The rubric evaluation will be completed once annually, with each domain weighted equally. No combining of results of multiple "other measures" is required.

•The scoring ranges for each of the six domains will be as follows:
Highly Effective 9.0 – 10.0
Effective 4.5 – 8.9
Developing 1.5 – 4.4
Ineffective 0 – 1.4

-Each domain will be scored Highly effective, Effective, Developing, or Ineffective.

-The score within each domain will be determined based upon the number of indicators within the section that are achieved with the breakdown being as follows:

Highly Effective – For domains rated Highly Effective, each indicator at highly effective or above will receive a score of .1 which will be added on to the score of 9.0
Effective – For each domain rated Effective, each indicator at effective or above will receive a score of .44 which will be added on to the score of 4.5
Developing – For domains rated Developing, each indicator at developing or above will receive a score of .29 which will be added to the score of 1.5
Ineffective – For each domain rated Ineffective, each indicator at ineffective or above will receive a score of .14 which will be added to the score of 0

•Following the scoring of each indicator within the six domains, the numerical score for each domain will be calculated and then added together to determine the total score that will be assigned to the 60 point requirement. All domains and indicators will be weighted equally. Normal rounding rules will apply (.5 or greater will round up, .4 or lower will round down, unless rounding causes a change in

HEDI rating. When that is the case, the whole number will be used to determine the HEDI rating regardless of the decimal.

A HEDI score will be awarded to all principals

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	The overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards. The principal has earned a score from 54-60 on the Marshall Rubric.
Effective: Overall performance and results meet standards.	The overall performance and documented results meets the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 27-53 on the Marshall Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	The overall performance and documented results needs improving in order to meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 9-26 on the Marshall Rubric.
Ineffective: Overall performance and results do not meet standards.	The overall performance and documented results does not meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 0-8 on the Marshall Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54 – 60
Effective	27 – 53
Developing	9 – 26
Ineffective	0 - 8

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, June 27, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, July 16, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/160754-Df0w3Xx5v6/PIP for RR.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

XIII. APPEAL PROCEDURES
Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for principals, as well as the issuance and implementation of improvement plans for principals whose performance is assessed as either Developing or Ineffective.

To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY
Appeals of annual professional performance reviews are limited to those that rate a principal as Ineffective or Developing only.

Appeals shall be limited to:
-The substance of the APPR
-The school district's adherance to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law
-The school district's adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures
-The school districts's issuance and/or implementation of the terms of a PIP.

BURDEN OF PROOF
In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. The princiapl, upon request, shall be provided with relevant student achievement and/or test data results.

TIMEFRAME FOR FILING APPEAL
The timeframes referred to herein may be extended by mututal agreement of the parties. Any extensions of timeframes by mutual agreement will be timely and expeditious in accordance with Education Law 3012-c.

All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives his or her completed annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with 15 calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT RESPONSE
Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL
A final decision shall be rendered by the Superintendent of Schools. Should there be a change in the office of the Superintendent the Appeals article XIII of the APPR Agreement will be renegotiated. Any renegotiated appeals procedures will be renegotiated in compliance with Education Law 3012-c as a material change to an approved APPR plan.

DECISION
A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a

rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different. Nothing shall prevent the principal from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020(a).

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

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

The Superintendent will be the lead evaluator for all principals. He will be trained/recertified annually and appointed by the BOE as a Lead Evaluator upon annual completion of training. He will attend training/re-certification training at Nassau BOCES. Training will be comprised of one 6 hour session. Training will embed information and practices to ensure inter-rater reliability and will include information on:

1) New York State teaching Standards and the ISSLC standards
2) Evidence Based observations
3) Application and use of Student Growth Percentiles and Value Added Growth Models data
4) Application and use of the State approved principal rubrics
5) Application and use of any assessment tools used to evaluate principals
6) Application and use of State-approved locally selected measures of student achievement
7) Use of the Statewide Instructional Reporting Sysytem
8) Scoring methodology used to evaluate principals
9) Specific considerations in evaluating principals of ELL and students with disabilities.

Attendance at training sessions will be documented in mylearningplan.org.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data | Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked

11.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Friday, November 08, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/545406-3Uqgn5g9Iu/Signature page November revision.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.

HEDI SLO Translator (based on Target 15 and 20 total points)

Below is one possible alignment of HEDI scores based on a HEDI score of 15 equaling the target score. Othe alignments are also possible using 15 as the target score. Also, any other score between 9 and 17 could theo be selected to equal the target score.

	HEDI Points	SLO Target and Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	0.00%
	1	5.00%	0.01%	to	5.00%
	2	10.00%	5.01%	to	10.00%
Developing	3	15.00%	10.01%	to	15.00%
	4	20.00%	15.01%	to	20.00%
	5	25.00%	20.01%	to	25.00%
	6	30.00%	25.01%	to	30.00%
	7	35.00%	30.01%	to	35.00%
	8	40.00%	35.01%	to	40.00%
Effective	9	45.00%	40.01%	to	45.00%
	10	50.00%	45.01%	to	50.00%
	11	55.00%	50.01%	to	55.00%
	12	60.00%	55.01%	to	60.00%
	13	65.00%	60.01%	to	65.00%
	14	70.00%	65.01%	to	70.00%
	15	**75.00%**	70.01%	to	75.00%
	16	80.00%	75.01%	to	80.00%
	17	85.00%	80.01%	to	85.00%
Highly Effective	18	90.00%	85.01%	to	90.00%
	19	95.00%	90.01%	to	95.00%
	20	100.00%	95.01%	to	100.00%

***This row defines the target score selected for this SLO.**
Change the target to see new alignment

HEDI bands are defined by the SLO Target Score (score of 15) in the Effective Category

HEDI points between a score of 0 a 15 start at 1 and increase by 1/15 o the SLO Target score. **Each HEDI po in the "Effective" and "Highly Effective" bands** above a score of 1 represents 1/5 of the difference between 100% and the SLO Target score.

r
retically

the SLO
the

e of 0 and
1/15 of
HEDI point
ly
ore of 15
ence
Target

HEDI calculator for combining multiple SLO's

HEDI Calculator	Number of students	SLO Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
SLO 1	30	90%	92	16	**6.5**
SLO 2	21	65%	70	16	**4.5**
SLO 3	23	80%	78	15	**4.7**
SLO 4					**0.0**
SLO 5					**0.0**
SLO 6					**0.0**
Total	**74**				**15.7**

Calculated values are printed in red.

HEDI Point Translator (based on Target 11 and 15 total points)

Below is one possible alignment of HEDI scores based on a HEDI score of 11 equaling the target score. Oth

	HEDI Points	Target and Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	0.00%
	1	6.82%	0.01%	to	6.82%
	2	13.64%	6.83%	to	13.64%
Developing	3	20.45%	13.65%	to	20.45%
	4	27.27%	20.46%	to	27.27%
	5	34.09%	27.28%	to	34.09%
	6	40.91%	34.10%	to	40.91%
	7	47.73%	40.92%	to	47.73%
Effective	8	54.55%	47.74%	to	54.55%
	9	61.36%	54.56%	to	61.36%
	10	68.18%	61.37%	to	68.18%
	11	**75.00%**	68.19%	to	75.00%
	12	81.25%	75.01%	to	81.25%
	13	87.50%	81.26%	to	87.50%
Highly	14	93.75%	87.51%	to	93.75%
	15	100.00%	93.76%	to	100.00%

***This row defines the target score selected for this achievement target. Change the target to see new alignment**

HEDI bands are defined by the Targe Score (score of 11) in the Effective Category.

HEDI points between a score of 0 an 11 start at 1 and increase by 1/11 of the Target score. **Each HEDI point in the "Effective" and "Highly Effective bands** above a score of 11 represent 1/4 of the difference between 100% and the Target score.

ner

:he Target
fective

e of 0 and
' 1/11 of
point in
Effective"
epresents
en 100%

HEDI calculator for combining multiple achievement targets

HEDI Calculator	Number of students	Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
Target 1					-
Target 2					-
Target 3					-
Target 4					-
Target 5					-
Target 6					-
Total	**0**				**0.0**

Calculated values are printed in red.

HEDI Point Translator (based on Target 15 and 20 total points)

Below is one possible alignment of HEDI scores based on a HEDI score of 15 equaling the target score. Othe alignments are also possible using 15 as the target score. Also, any other score between 9 and 17 could theo be selected to equal the target score.

	HEDI Points	Target and Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	0.00%
	1	5.00%	0.01%	to	5.00%
	2	10.00%	5.01%	to	10.00%
Developing	3	15.00%	10.01%	to	15.00%
	4	20.00%	15.01%	to	20.00%
	5	25.00%	20.01%	to	25.00%
	6	30.00%	25.01%	to	30.00%
	7	35.00%	30.01%	to	35.00%
	8	40.00%	35.01%	to	40.00%
Effective	9	45.00%	40.01%	to	45.00%
	10	50.00%	45.01%	to	50.00%
	11	55.00%	50.01%	to	55.00%
	12	60.00%	55.01%	to	60.00%
	13	65.00%	60.01%	to	65.00%
	14	70.00%	65.01%	to	70.00%
	15	**75.00%**	70.01%	to	75.00%
	16	80.00%	75.01%	to	80.00%
	17	85.00%	80.01%	to	85.00%
Highly Effective	18	90.00%	85.01%	to	90.00%
	19	95.00%	90.01%	to	95.00%
	20	100.00%	95.01%	to	100.00%

***This row defines the target score selected for this achievement target. Change the target to see new alignment**

HEDI bands are defined by the Target Score (score of 15) in the Effective Category

HEDI points between a score of 0 a 15 start at 1 and increase by 1/15 o the Target score. **Each HEDI point i the "Effective" and "Highly Effectiv bands** above a score of 15 represen 1/5 of the difference between 100% and the Target score.

r
retically

the
the

e of 0 and
1/15 of
point in
Effective"
epresents
en 100%

HEDI calculator for combining multiple achievement targets

HEDI Calculator	Number of students	Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
Target 1	30	90%	92	16	**6.5**
Target 2	21	65%	70	16	**4.5**
Target 3	23	80%	78	15	**4.7**
Target 4					**0.0**
Target 5					**0.0**
Target 6					**0.0**
Total	**74**				**15.7**

Calculated values are printed in red.

Appendix E

Rubric Score to Sub-Component Conversion Chart

(Observation and Artifact Conversion Chart)

Total Average Rubric Score	Category	Conversion Score For Composite
Highly Effective 59 - 60		
4.0		60
3.9		60
3.8		60
3.7		60
3.6		59
3.5		59
Effective 57 – 58		
3.4		58
3.3		58
3.2		58
3.1		58
3.0		58
2.9		58
2.8		58
2.7		57
2.6		57
2.5		57
Developing 50 - 56		
2.4		56
2.3		56
2.2		55
2.1		54
2.0		54
1.9		53
1.8		52

1.7		51
1.6		51
1.5		50
Ineffective 0 - 49		
1.400		49
1.392		48
1.383		47
1.375		46
1.367		45
1.358		44
1.350		43
1.342		42
1.333		41
1.325		40
1.317		39
1.308		38
1.300		37
1.292		36
1.283		35
1.275		34
1.267		33
1.258		32
1.250		31
1.242		30
1.233		29
1.225		28
1.217		27
1.208		26
1.200		25
1.192		24
1.185		23
1.177		22
1.169		21
1.162		20
1.154		19
1.146		18
1.138		17
1.131		16
1.123		15
1.115		14
1.108		13
1.100		12

1.092		**11**
1.083		**10**
1.075		**9**
1.067		**8**
1.058		**7**
1.050		**6**
1.042		**5**
1.033		**4**
1.025		**3**
1.017		**2**
1.008		**1**
1.000		**0**

Appendix H

TEACHER IMPROVEMENT PLAN (TIP)

Philosophy:

- The Sewanhaka CHSD and the Sewanhaka Federation of Teachers agree that the students of the Sewanhaka CHSD are entitled to be taught by "Effective" or "Highly Effective" teachers.
- Teachers hired in the Sewanhaka CHSD go through an intensive and thorough hiring process and, only after careful vetting, receive probationary appointments.
- If a teacher is rated as "Developing" or "Ineffective," it is the goal of both parties to improve the teacher's performance so that his or her performance can again be rated as "Effective" or "Highly Effective."
- For those teachers receiving a "Developing" or "Ineffective" rating a Teacher Improvement Plan (TIP) will be created.
- The purpose of the TIP is to assist teachers to work to their potential. A TIP is not to be used as a threat of disciplinary tool.
- The contents of the TIP and any related meetings shall remain confidential within the confines of the parties involved in its development and implementation.

Procedures for TIP:

1. When a teacher's APPR results in a rating of "Developing" or "Ineffective," the District will place the teacher on a TIP.
2. The District will notify the SFT president that said teacher will be in need of a TIP.
3. Pursuant to Section 3012(c) of the Education Law, the TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year.
4. Prior to the TIP conference the lead evaluator shall submit in writing to the teacher the areas of improvement and an initial list of suggested methods to address the deficiencies. There shall be no more than three areas in need of improvement.
5. The teacher, with union representation upon request, shall meet with the lead evaluator(s) to create a TIP within the time limits required by law or Commissioner's Regulations.
6. The TIP will identify areas in need of improvement, evidence to demonstrate improvement, a timeline for achieving improvement and the manner in which improvement will be assessed.
7. If a mentor is to be assigned as part of the remedy, the teacher on a TIP may select the mentor from the available District mentors. In the event that an appropriate mentor is unavailable a departmental colleague may be selected. If the teacher cannot decide on a mentor or departmental colleague, the Superintendent and SFT president will select a suitable educator.
8. Where possible, the teacher and mentor/departmental colleague will be provided time during the school day to collaborate toward accomplishing the goals set forth in the TIP. If future disciplinary actions occur, the mentor/departmental colleague will not be required to testify at any future hearings.
9. The number and timing of additional observations will be pre-determined during the planning process, as well as which of these observations will be unannounced or announced.
10. At the end of the first marking period a re-evaluation will occur. Any adjustments made if necessary will be agreed upon by the original group.
11. At the end of the second marking period the team will again re-evaluate. At this time, if the goal(s) have been satisfactorily met the TIP will be considered to be completed.
12. At the end of the third marking period the team will again re-evaluate. At this time, if the goal(s) have been satisfactorily met the TIP will be considered to be completed.
13. At the end of the TIP if the goals of the TIP are reached the TIP will terminate. The culmination of the TIP will be communicated in writing to the teacher.
14. In the event at the time of a re-evaluation an impediment presents itself toward the progress of the TIP; a change in structure, personal discord, etc., the teacher reserves the right to request an alternate evaluator or mentor/departmental colleague for the duration of the TIP. All requests will be considered by the APPR committee.

15. Attainment of TIP goals should result in an APPR rating of “Effective” or “Highly Effective”. In the event the teacher is rated “Developing” or “Ineffective”, a new committee will be developed with union representation for the subsequent school year.
16. The SFT will be supplied with a copy of the TIP, per teacher request.
17. The District will provide resources to help the teacher improve. Resources include, but are not limited to; in-service coursework, peer observations, modeling by administrators.

TEACHER IMPROVEMENT PLAN (TIP)

Teacher_____**School**_____

Evaluator_____ **Date of Initial Conference**_____

Other Committee Members_____

_____

Subject Area(s) _____**Grade(s)** _____

Area(s) of Improvement (no more than three)

_____

_____

_____

The teacher and evaluator will collaborate to develop the TIP with a team consisting of no less than two of the following; union representative (upon request), mentor (if necessary), departmental chairperson, or other administrator at a TIP Conference.

Describe specific areas of improvement in performance as related to the APPR document.

_____

_____

_____

List the specific measurable goals to improve performance to an effective level.
Indicate how progress will be measured for each goal.

_____

_____

_____

Specify any professional development activities, interventions, or resources needed to complete the goals of the TIP. ie: modeling by administrators, modeling by colleagues, in-service course, etc.

_____
_____
_____

Indicate the sources of evidence that will be used to document the completion of the TIP.

_____
_____
_____

List reasonable check points and give a detailed timeline for activities or events of the TIP.
ie: meetings between teacher and mentor/departmental chairperson and/or evaluator, additional observations, re-evaluation meetings. Specify the date by which the TIP will be completed.

_____
_____
_____

Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the TIP are met.

_____
_____
_____

Indicate how satisfactory or unsatisfactory completion of the TIP will be determined.
Indicate what will happen if there is unsatisfactory completion of the TIP.

_____
_____
_____

My signature below indicates that I have received the TIP, understand what is expected of me, and will work on the plan as described.

Teacher's signature _____Date _____

My signature below indicates that I have carefully reviewed the TIP with the teacher and have clearly communicated what is expected of the teacher to complete the plan.

Evaluator's signature_____ Date _____

My signature below indicates that I was an active participant on the committee and agree with the contents of the plan as described.

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature _____Date _____

Re-evaluation first marking period-Amendments to the Plan:

Date of re-evaluation: _____

Specify any changes to the TIP if amended after a re-evaluation check point.

_____

_____

_____

Teacher's signature_____ Date _____

Evaluator's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Re-evaluation second marking period-Amendments to the Plan:

Date of re-evaluation: _____

Specify any changes to the TIP if amended after a re-evaluation check point.

_____

_____

_____

Teacher's signature_____ Date _____

Evaluator's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Re-evaluation third marking period-Amendments to the Plan:

Date of re-evaluation: _____

Specify any changes to the TIP if amended after a re-evaluation check point.

_____

_____

_____

Teacher's signature_____ Date _____

Evaluator's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Team Member's signature_____ Date _____

Completion of the Improvement Plan:

The teacher has completed the TIP as described.

Satisfactory _____ Unsatisfactory _____

Teacher's signature_____ Date _____

Evaluator's signature_____ Date _____

HEDI Point Translator (based on Target 11 and 15 total points)

Below is one possible alignment of HEDI scores based on a HEDI score of 11 equaling the target score. Oth

	HEDI Points	Target and Percent Mastery Achieved	HEDI scores and Mastery Range		
Ineffective	0	0.00%	0.00%	to	0.00%
	1	6.82%	0.01%	to	6.82%
	2	13.64%	6.83%	to	13.64%
Developing	3	20.45%	13.65%	to	20.45%
	4	27.27%	20.46%	to	27.27%
	5	34.09%	27.28%	to	34.09%
	6	40.91%	34.10%	to	40.91%
	7	47.73%	40.92%	to	47.73%
Effective	8	54.55%	47.74%	to	54.55%
	9	61.36%	54.56%	to	61.36%
	10	68.18%	61.37%	to	68.18%
	11	**75.00%**	68.19%	to	75.00%
	12	81.25%	75.01%	to	81.25%
	13	87.50%	81.26%	to	87.50%
Highly	14	93.75%	87.51%	to	93.75%
	15	100.00%	93.76%	to	100.00%

***This row defines the target score selected for this achievement target. Change the target to see new alignment**

HEDI bands are defined by the Targe Score (score of 11) in the Effective Category.

HEDI points between a score of 0 an 11 start at 1 and increase by 1/11 of the Target score. **Each HEDI point in the "Effective" and "Highly Effective bands** above a score of 11 represent 1/4 of the difference between 100% and the Target score.

ner

:he Target
fective

e of 0 and
' 1/11 of
point in
Effective"
epresents
en 100%

HEDI calculator for combining multiple achievement targets

HEDI Calculator	Number of students	Target or Percent Mastery Selected	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
Target 1					-
Target 2					-
Target 3					-
Target 4					-
Target 5					-
Target 6					-
Total	**0**				**0.0**

Calculated values are printed in red.

Appendix E

PRINCIPAL IMPROVEMENT PLAN (PIP)

Philosophy:

- The Sewanhaka CHSD and the Sewanhaka Administrators' Association agree that the students of the Sewanhaka CHSD are entitled to be led by "Effective" or "Highly Effective" principals.
- Principals hired in the Sewanhaka CHSD go through an intensive and thorough hiring process and, only after careful vetting, receive probationary appointments.
- If a principal is rated as "Developing" or "Ineffective", it is the goal of both parties to improve the principal's performance so that his or her performance can again be rated as "Effective" or "Highly Effective".
- For those principals receiving a "Developing" or "Ineffective" rating a Principal Improvement Plan (PIP) will be created.
- The purpose of the PIP is to assist principals to work to their potential. A PIP is not to be used as a threat of disciplinary tool.
- The contents of the PIP and any related meetings shall remain confidential within the confines of the PIP committee.
- The APPR should include a process which includes a minimum number of observations/conferences and the opportunity for professional development before a "Developing" or "Ineffective" rating can be issued.

Procedures for PIP:

1. When a principal's APPR results in a rating of "Developing" or "Ineffective", the District will place the principal on a PIP.
2. Pursuant to Section 3012(c) of the Education Law, the PIP must be in place no later than ten (10) calendar days after the date on which principals are required to report prior to the opening of classes for that school year.
3. Prior to the PIP conference the lead evaluator shall submit in writing to the principal the areas of improvement and an initial list of suggested methods to addressing the deficiencies. There shall be no more than three areas in need of improvement.
4. The principal, upon request with union representation, shall meet with the District committee to create a PIP within the time limits required by law or Commissioner's Regulations.
5. The PIP committee will identify areas in need of improvement, evidence to demonstrate improvement, a timeline for achieving improvement and the manner in which improvement will be assessed.
6. The District will notify the Administrators' Association president that said principal will be in need of a PIP. The Association president will be supplied with a copy of the PIP, only at the request of the principal.
7. If a mentor is to be assigned as part of the remedy, the principal on a PIP may select the mentor from the available District mentors. In the event that an appropriate mentor is unavailable a departmental colleague may be selected. If the principal cannot decide on a mentor or departmental colleague, the Superintendent and Administrators' Association will select a suitable educator.
8. Where possible, the principal and mentor/departmental colleague will be provided time during the school day to collaborate toward accomplishing the goals set forth in the PIP. If future disciplinary actions occur, the mentor/departmental colleague will not be required to testify at any future hearings.
9. The number and timing of additional observations/conferences will be pre-determined by the committee.
10. The committee will also decide which of these observations/visitations will be unannounced or announced.
11. At the end of the first marking period a re-evaluation will occur. Any adjustments made if necessary will be agreed upon by the original committee.
12. At the end of the second marking period the team will again re-evaluate. At this time, if the goal(s) have been satisfactorily met the PIP will be considered to be completed.

13. At the end of the third marking period the team will again re-evaluate. At this time, if the goal(s) have been satisfactorily met the PIP will be considered to be completed.
14. In the event at the time of a re-evaluation an impediment presents itself toward the progress of the PIP; a change in structure, personal discord, etc., the principal reserves the right to request an alternate evaluator or mentor/departmental colleague for the duration of the PIP.
15. The District will provide resources to help the principal improve. Resources include, but are not limited to; personal counselors, in-service coursework, employee assistance programs, peer observations, modeling by administrators,
16. At the end of the PIP if the goals of the PIP are reached the PIP will terminate. The culmination of the PIP will be communicated in writing to the principal.
17. Attainment of PIP goals should result in an APPR rating of "Effective" or "Highly Effective". In the event the principal is rated "Developing" or "Ineffective", a new committee will be developed with union representation for the subsequent school year.

PRINCIPAL IMPROVEMENT PLAN (PIP)

Principal_____ **School**_____

Evaluator_____ **Date of Initial Conference**_____

Other Committee Members_____ _____

_____ _____

Grade levels of school _____

Area(s) of Improvement (no more than three)

_____

_____

_____

The principal and evaluator will collaborate to develop the PIP with a committee consisting of no less than two of the following; union rep, mentor, departmental colleague, or other administrator at a PIP Conference.

Describe specific areas of improvement in performance as related to the APPR document.

_____

_____

_____

List the specific measurable goals to improve performance to an effective level.
Indicate how progress will be measured for each goal.

_____
_____
_____

Specify any professional development activities, interventions, or resources needed to complete the goals of the PIP. ie: modeling by evaluators, modeling by colleagues, in-service course, etc.

_____
_____
_____

Indicate the sources of evidence that will be used to document the completion of the PIP.

_____
_____
_____

List reasonable check points and give a detailed timeline for activities or events of the PIP.
ie: meetings between principal and mentor/ colleague and/or evaluator, additional observations, re-evaluation meetings. Specify the date by which the PIP will be completed.

_____
_____
_____

Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the PIP are met.

_____
_____
_____

Indicate how satisfactory or unsatisfactory completion of the PIP will be determined.
Indicate what will happen if there is unsatisfactory completion of the PIP.

_____
_____
_____

My signature below indicates that I have received the PIP, understand what is expected of me, and will work on the plan as described.

Principal's signature_____ Date _____

My signature below indicates that I have carefully reviewed the PIP with the principal and have clearly communicated what is expected of the educator to complete the plan.

Evaluator's signature_____ Date _____

My signature below indicates that I was an active participant on the committee and agree with the contents of the plan as described.

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Amendments to the Plan:
Date of re-evaluation: _____
Specify any changes to the PIP if amended after a re-evaluation check point.
_____
_____
_____

Principal's signature_____Date_____

Evaluator's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Amendments to the Plan:
Date of re-evaluation: _____
Specify any changes to the PIP if amended after a re-evaluation check point.

_____
_____
_____

Principal's signature_____Date_____

Evaluator's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Committee Member's signature_____ Date _____

Completion of the Improvement Plan:

The principal has completed the PIP as described.

Satisfactory _____ Unsatisfactory _____

Principal's signature_____ Date _____

Evaluator's signature_____ Date _____

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Ralph P. Ferrie 10/29

Teachers Union President Signature: Date:

Rosemary M. Mauro 10/29

Administrative Union President Signature: Date:

10/30

Board of Education President Signature: Date:

11/30