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 Avenue, Room 111
Albany, New York 12234

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

June 11, 2014

Revised

Dr. Raymond H. Blanch, Superintendent
Somers Central School District
PO Box 620
Lincolndale, NY 10540

Dear Superintendent Blanch:

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: James T. Langlois

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 Thursday, August 01, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 662101060000

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

662101060000

1.2) School District Name: SOMERS CSD

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

SOMERS CSD

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 Friday, June 06, 2014

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

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Chart 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students met or exceeded the learning target. See Chart 2.11

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	49% or fewer students met or exceeded the learning target. See Chart 2.11

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Somers Central School District Developed Kindergarten Math Assessments
1	District, regional, or BOCES-developed assessment	Somers Central School District Developed First Grade Math Assessment
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Chart 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	49% or fewer students met or exceeded the learning target. See Chart 2.11

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Somers Central School District Developed Sixth Grade Science Assessment

7	District, regional or BOCES-developed assessment	Somers Central School District Developed Seventh Grade 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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Chart 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	49% or fewer students met or exceeded the learning target. See Chart 2.11

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Somers Central School District Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Somers Central School District Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Somers Central School District Developed 8th Grade 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.	See Chart 2.11

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Somers Central School District Developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	See Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See Chart 2.11 Note: Somers Central School District does not offer NYS Regents Physics course.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

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.	See Chart 2.11 Note: Students taking Algebra I during the 2013-2014 school year will take both the NYS Common Core Algebra Regents and the Integrated Algebra Regents and teachers will use the higher score of the two assessments. Thereafter, the district will only administer the Common Core Regents.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Somers Central School District Developed Grade 9 English Language Arts Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Somers Central School District developed Grade 10 English Language Arts Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents

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.	For students enrolled in Grade 11 English, we will administer the NYS Comprehensive English Regents. See Chart 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

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
Art K-2, 9-12	District, Regional or BOCES-developed	Somers Central School District Course/Grade Specific Art Assessments
Music K-5, 9-12	District, Regional or BOCES-developed	Somers Central School District Course/Grade Specific Music Assessments
PE K-12	District, Regional or BOCES-developed	Somers Central School District Course/Grade Specific PE Assessments
K-2 Library	State-approved 3rd party assessment	STAR Early Literacy Enterprise and STAR Reading Enterprise
3 -5 Library	District, Regional or BOCES-developed	Somers Central School District Grade/Course Specific Library Assessment
AIS Reading or Math Teachers K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise for Grades K-1, STAR Reading Enterprise for Grade 2 or STAR Math Enterprise Grade 2
AIS Reading or Math Teachers 3-8	State Assessment	NYS Grades 3-8 ELA and Math Assessments in ELA or Math
Art 3-8	School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA Assessments administered in the applicable building
Special Education Teachers Grades 3-8	State Assessment	NYS Grades 3-8 ELA and Math Assessments
Grade 7 Foreign Language	District, Regional or BOCES-developed	Somers Central School District Grade 7 Foreign Language Assessment
Grade 8 Foreign Language	District, Regional or BOCES-developed	Foreign Language Association of Chairpersons and Supervisors (Member of NYS Association of Foreign Language Teachers) Checkpoint A Assessment
Grade 9 Foreign Language	District, Regional or BOCES-developed	Foreign Language Association of Chairpersons and Supervisors (Member of NYS Association of Foreign Language Teachers) Checkpoint B Assessment
6-12 Health	District, Regional or BOCES-developed	Somers Central School District Course Specific Health Assessment Health
Family and Consumer Science Grades 6 and 8	School/BOCES-wide/group/team results based on State	NYS Grades 7 and 8 ELA Assessment
Technology Education 6-8	School/BOCES-wide/group/team results based on State	NYS Grades 7 and 8 ELA and Math Assessment
Music Grades 7-8	School/BOCES-wide/group/team results based on State	NYS Grades 7-8 ELA Assessment
All Other Teachers Not Named Above	District, Regional or BOCES-developed	Somers Central School District Course/Grade Specific Assessments of Student Growth
Special Education Teachers Grades K-2	State-approved 3rd party assessment	Star Early Literacy Enterprise and Star Reading Enterprise
Special Education Teachers Grades 9-12	State Assessment	NYS Comprehensive English Regents

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.	See Chart 2.11 For K-1 AIS Teachers of Reading, Library Teacher and Special Education Teachers, the STAR Early Literacy Enterprise Assessment will be used. For Grade 2 AIS Teachers of Reading, Library Teacher and Special Education Teachers, STAR Reading Enterprise will be used. For Grade 2 AIS Math Teacher the STAR Math Enterprise will be used. Following a review of baseline data, individual and appropriate learning targets will be established for all students. At the end of the learning interval, a summative assessment will provide the final piece of evidence used to determine if individual students have met their learning targets. We will be measuring individual student growth. Teachers will use available data to set appropriate growth targets and administrators will review and approve these targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/554962-TXEtxx9bQW/Somers Central School District 13-14 Student Learning Objective Process and Conversion Scale 2.11_1.pdf

2.12) Locally Developed Controls

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

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

Not applicable

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 Friday, June 06, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	5) District, regional, or BOCES–developed assessments	Somers Central School District Grade 6 Writing Assessment
7	5) District, regional, or BOCES–developed assessments	Somers Central School District Grade 7 Writing Assessment
8	5) District, regional, or BOCES–developed assessments	Somers Central School District Grade 8 Writing Assessment

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

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

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.	Proficiency Scores are as follows: Grades 4-5 STAR Math Enterprise: 40th Percentile and Above represents proficiency. Grades 6-8 ELA: Somers Central School District Benchmark Writing Assessment – Composite Somers CSD Writing Rubric Score of 2.5 – 4.0 represents proficiency. Teachers will be assigned 0-15 points or 0-20 points within the HEDI rating categories based on the percentage of students that

	meet or exceed the identified proficiency level as identified on the conversion chart. See Chart 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3

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	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	5) District, regional, or BOCES–developed assessments	Somers Central School District Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Somers Central School District Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Somers Central School District Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Proficiency Scores are as follows: Grades 4-5 STAR Math Enterprise: 40th Percentile and Above represents proficiency. Grades 6-8 Mathematics: Somers Central School District Grade Specific Benchmark Assessment, 65% or above represents proficiency. Teachers will be assigned 0-15 points or 0-20 points within the HEDI rating categories based on the percentage of students that meet or exceed the identified proficiency level as identified on the conversion chart. See Chart 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.3

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/12149/554963-rhJdBgDruP/SCSD Local Achievement for ELA and Math 4-8 Chart 3.3_1.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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	6(ii) School-wide measure computed locally	Somers Central School District Kindergarten Math Assessment
1	6(ii) School-wide measure computed locally	Somers Central School District First Grade Math Assessment
2	6(ii) School-wide measure computed locally	STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Math Enterprise

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.	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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	6(ii) School-wide measure computed locally	Somers Central School District Developed Kindergarten Math Assessment
1	6(ii) School-wide measure computed locally	Somers Central School District Developed First Grade Math Assessment
2	6(ii) School-wide measure computed locally	Somers Central School District Developed Second Grade Math Assessment
3	6(ii) School-wide measure computed locally	STAR Math Enterprise

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.	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire grade, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 7 Science Assessment

8	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject

3.13, below.	assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed American History Assessment

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

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

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.	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Chemistry Assessment
Physics	Not applicable	Not applicable

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.	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. The district does not offer a high school Physics Regents course. See Chart 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Algebra 2 Assessment

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

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

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.	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Somers Central School District Developed Grade 11 ELA Assessment

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

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

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.	Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above. For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

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
	Art K-12	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Art Assessments
	Music K-12	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Music Assessments

	PE K-12	6(ii) School wide measure computed locally	Somers Central School District Developed Course Specific PE Assessments
	K-5 Library	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Information Literacy Assessments
	AIS 4-8 ELA and Math	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific ELA or Math Assessments
	All other Special Ed and AIS Teachers	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific ELA or Math Assessments
	Grade 7 - 8 Foreign Language	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Foreign Language Assessments
	Grade 9 Foreign Langague	5) District/regional/BOCES–developed	Somers Central School District Developed Grade 9 Foreign Language Assessment
	6-12 Health	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Health Assessments
	Family and Consumer Science 6-8	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Family and Consumer Science Assessments
	Technology Education 6-12	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Technology Assessments
	English Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific ELA Assessments
	Social Studies Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Social Studies Assessments
	Science Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Science Assessments
	Math Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	Somers Central School District Developed Course Specific Math Assessments
	All other teachers not named above	5) District/regional/BOCES–developed	Somers Central School District DevelopedCourse Specific Assessments of Student Achievement
	Somers High School Physics	5) District/regional/BOCES–developed	Somers Central School District Developed SHS Physics Assessment

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.	For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above. See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class/grade, the teacher will receive a rating of Highly Effective when 85-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class/grade, the teacher will receive a rating of Effective when 70-84% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth With a baseline proficiency score identified for the entire class/grade, the teacher will receive a rating of Developing when 50-69% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class/grade, the teacher will receive a rating of Ineffective when 49% or fewer students have met or exceeded proficiency. See Chart 3.13

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/554963-y92vNseFa4/SCSD Local Achievement for All Teachers (other than 4-8 ELA and Math) Chart 3.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

We will be weighting the percentages of students meeting the target proportionately, based on the number of students covered by each measure. Scores will be rounded up to the nearest whole number when percentage is .5 or greater.

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 Wednesday, May 07, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric | Rubric	Danielson's Framework for Teaching (2011 Revised Edition)

Second Rubric, if applicable	(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]	44
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	16

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.

Somers Central School District has worked continuously and collaboratively with members of the Principals' and Teachers' professional groups to develop an Annual Professional Performance Review plan that ensures continuous professional growth and development using the Charlotte Danielson's Framework for Teaching, Revised 2011 edition.

Teachers will work collaboratively within a professional learning community to examine student learning data and best instructional practices. They will work individually and collaboratively to document evidence of professional practice. The focus of their work will always be tied to improved learning for the students in our district.

The following recommendations were made for Teachers:
The Framework for Teaching (Danielson, 2011) will be used in its entirety – all 22 subcomponents of the 4 domains will be part of a teacher's evaluation.
All administrators charged with teacher observations – both formal and informal – will engage in ongoing training and calibration exercises in the use of evidence-based observation using the Danielson Framework for Teaching (2011). This training will occur periodically throughout the year and through use of the Focus Observation and Training System using the Danielson Framework for

Teaching through Teachscape. All administrators charged with teacher observations have undergone initial training using the Teachscape Training Module consisting of 20 hours.
Approximately 73% of the 60 points will be earned through observations – with a focus on Domains 1-3 of the Danielson Framework for Teaching (2011). Rubric Scores for subcomponents 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e will be determined through formal and informal observations of teacher practice.
The remaining 27% of the 60 points will be earned through a structured review of teacher artifacts consistent with Domain 4 of the Danielson Framework for Teaching (2011). Subcomponents 4a, 4b, 4c, 4d, 4e, and 4f will be scored based upon a review of specific artifacts related to lesson plans, parent communication, professional learning, curriculum work and student learning.

The purpose of this plan is continuous improvement of practice. Therefore, a careful collaborative (multiple administrators) review of all scores obtained during multiple observations and review of artifacts will be conducted by school administrators in order to complete the teacher's end of year evaluation. If a teacher has provided evidence of improved practice through the year, their higher score earned will be captured for the final rubric evaluation score. In all other instances, the final component score will be based on a preponderance of the evidence observed throughout the year.

Probationary Teachers:
The following observations will be conducted:
• Two formal observations by a trained building administrators with pre- and post-conferences
• One informal observations (unannounced) by a trained building administrator

Tenured Teachers:
The following observations will be conducted:
• One formal observation by a trained building administrator with pre- and post- conferences
• One informal observation by a trained building administrator

As per the negotiated agreement, a tenured teacher may also elect to develop an Individual Professional Growth Plan (IPGP) and meet with his/her building administrator at least two times during the course of the plan – for approval, checks on progress and for a summative conference. Artifacts produced by this IPGP will be scored using the related rubric components.

Additional informal observations will be held and accounted for as needed. The above represent the minimum requirements for all.

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/12179/554964-eka9yMJ855/Scoring Distribution of Points for 60 Chart 4.5 Revised.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Within Danielson's Framework for Teaching 2011, there are 22 components clustered into 4 Domains - Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. Practice in the Highly Effective category rests upon the establishment of Effective Practice. Teachers whose overall performance falls in the Highly Effective category are exemplary teachers who receive a combination of ratings - most in the effective range and several in the highly effective range. They are highly reflective practioners whose work focuses on student ownership of learning and whose contributions to their professional learning community are invaluable.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers whose overall performance falls in the Effective Category are strong teachers who have mastered their craft. Their classrooms are true learning environments where focus on student achievement is the norm. Most of their ratings within the

	Danielson Framework for Teaching components are in the effective category - they may have some examples of highly effective practice and an occasional area that is still developing.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers falling within this category are receiving developing ratings on most of the Danielson Framework components. Generally, they are working towards improving their practive in several areas.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers falling within this category are not meeting NYS teaching standards and have demonstrated unsatisfactory practices - resulting in ineffective instruction for students - in many areas.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, March 31, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

Results are well above District- or BOCES-adopted expectations for 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

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Updated Wednesday, April 30, 2014

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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/5265/127516-Df0w3Xx5v6/TIP template.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Teacher Appeals Procedure for Summary Evaluation

Informal Process:

1. Within two (2) business days of the receipt of a teacher’s annual evaluation, the teacher may request in writing an additional meeting

with his/her immediate supervisor (the person who completed the evaluation) to have a collegial conversation with their supervisor regarding his or her evaluation. The purpose of this meeting is to explore whether the supervisor wishes to consider any changes in the evaluation based upon new information provided by the teacher.
This informal meeting must occur within 5 business days of the teacher's request.
The immediate supervisor will provide his/her decision regarding whether he/she has agreed to make any changes in the evaluation within three (3) business days of the meeting noted above.

Formal Process:

2. Within three (3) business days of the receipt of the immediate supervisor's decision regarding changes to the evaluation, the teacher may request in writing, an appeal to the Assistant Superintendent for Learning. Overall performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.

3. The appeal to the Assistant Superintendent for Learning must articulate the specific basis for the appeal. The appeal may only raise those issues set forth in Section 3012-c of Education Law:
• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;
• the school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and
• the school district's issuance and/or implementation of the terms of the teacher improvement plan (TIP).

4. Within five (5) business days of the receipt of the appeal, the Assistant Superintendent for Learning shall provide the teacher with a written determination of the appeal.

5. Within three (3) business days of the receipt of the appeal determination provided by the Assistant Superintendent for Learning, the teacher may request, in writing, an appeal to a committee comprised of no less than 2-3 teachers and 2-3 administrators from other buildings in the district. The appeal to the committee must articulate the specific basis for the appeal. The appeal may only raise those issues set forth in Section 3012-c of Education Law:

• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;
• the school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and
• the school district's issuance and/or implementation of the terms of the teacher improvement plan (TIP).

At the committee level, both the teacher and evaluator will have the opportunity to submit documentation. A majority of the committee will issue a decision within five (5) days of receiving the appeal either overturning the current evaluation or sending it on to the Superintendent of Schools.

6. Within three (3) business days of the receipt of the committee's decision, the teacher may request in writing, an appeal to the Superintendent of Schools.

7. The appeal to the Superintendent must articulate the specific basis for the appeal. The appeal may only raise those issues set forth in Section 3012-c of Education Law:

• the substance of the annual professional performance review;
• the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;
• the school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and
• the school district's issuance and/or implementation of the terms of the teacher improvement plan (TIP).

8. Within six (6) business days of receipt of the appeal, the Superintendent shall issue a final and binding written determination of the appeal.

9. The determination by the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum.

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

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

All evaluators (lead and other) will be properly trained and certified in the use of the Danielson Framework for Teaching (2011). The following will ensure rigorous training and inter-rater reliability:
•All evaluators will participate in 20 hours of online training where they will observe teacher practice, collect evidence and evaluate teacher practice using HEDI criteria as outlined in the Danielson Framework for Teaching (2011) using TEACHSCAPE
•All lead evaluators will have completed training through the PNWBOCES consisting of 4 training dates throughout the year.
•Lead evaluators will meet with district evaluators to conduct turnkey training through monthly scheduled meetings, ongoing collaborative walkthroughs and follow-up practice scoring.
•Collaborative review and analysis of observation-based evidence and other professional evidence collected from training videos provided by TEACHSCAPE, the online training tool for the Danielson Framework for Teaching (2011) will take place twice yearly in order to ensure inter-rater reliability.

Training will address the nine elements found in Section 30-2.9 of the Regents rules.

In order to maintain this certification, the in-district activities outlined above along with participation in regional meetings and trainings will be ongoing and documention of training will be maintained in order for all evaluators to be recertifed each year.

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 Friday, May 16, 2014

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

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

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

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):

6-8
9-12
3-5

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
K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

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.	Student growth will be measured for this purpose. Individual student learning targets will be set by professional learning community teams of teachers who will review student learning data at the beginning of the learning period. These learning targets will be reviewed by the building principal and approved by the Assistant Superintendent for Learning. Data that is used to set student learning targets includes the students' previous learning data (grades, benchmark assessments such as STAR Enterprise Assessments in Reading and Math) and pre-tests when utilized. Individual student learning targets are set to ensure that rigorous and appropriate learning targets are established for all students. Principals will receive a score and HEDI rating based on the percentage of students that meet their established learning targets. See Chart 7.3

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The work of the principal results in exceptional student academic growth. 85-100% of students met or exceeded the learning target goals as established through SLOs.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the principal results in acceptable, measurable, and appropriate student academic growth. 70-84% of students met or exceeded the learning target goals as established through SLOs.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the principal results in student academic growth that does not meet the established standard and/or is not achieved with all populations in the school. 50-69% of students met or exceeded the learning target goals as established through SLOs.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The work of the principal does not result in adequate student academic growth. 49% or fewer students met or exceeded the learning target goals as established through SLOs.

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/12156/554967-lha0DogRNw/SCSD Principal Growth Scores Chart 7.3_1.pdf

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.

NA

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)

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Updated Tuesday, June 03, 2014

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
	9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 year Graduation Rates
	6-8	(d) measures used by district for teacher evaluation	Somers Central School District Grade Specific Social Studies and Science Benchmark Assessment,
	3-5	(d) measures used by district for teacher evaluation	STAR Math Enterprise

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.	For STAR Enterprise Assessments (Math): 40th Percentile and above represents proficiency. In Grades 6-8, Somers Central School District Grade Specific Assessment score of 65% or above represents proficiency. Principals will be assigned 0-15 points (or 0-20 points) within the HEDI rating categories based on the percentage of students that meet or exceed the identified proficiency level as identified on the conversion chart for local assessments. For the 9-12 Principal, the HEDI points will be based on the current year cohort's 5 year graduation rate. See Chart 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.1

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.1

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/12190/554968-qBFVOWF7fC/SCSD Locally Selected Measures for Principals with VA 13-14 - 15 pts Chart 8.1_1.pdf

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:

(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
	K-2	(d) measures used by district for teacher evaluation	Somers Central School District Developed Benchmark Grade Specific Math 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.	For all Somers Central School District Developed Grade/Subject assessments, proficiency is a score of 65% or above. Principals will be assigned 0-20 points within the HEDI rating categories based on the percentage of student that meet or exceed the proficiency level. See Chart 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 8.2

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.

assets/survey-uploads/12190/554968-T8MlGWUVm1/SCSD Loc Sel Meas of Student Ach for Other Principals 20 Pts Chart 8.2_1.pdf

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.

There will not be any adjustments or controls or other special considerations made.

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.

When multiple locally selected measures are used for principals, a mean percentage shall be derived in order to attain the points within a single HEDI category.
Typically, percentages will be rounded to the nearest whole percentage, with the exception of 84.5-84.9, 69.5-69.9, 49.5-49.9 percents. These numbers will be rounded down to maintain the overall HEDI rating category and not allow a Principal's rating to move up to a higher category due to rounding.
The same process will be applied with the 15 point conversion chart.

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 Thursday, May 01, 2014

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9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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.

60 points will be determined through a broad assessment of principal leadership and management actions based on the Multidimensional Principal Performance Rubric (MPPR). Assessment will be determined through multiple school visits (announced and unannounced) by supervisor as well as monthly meetings with principals, observations of practice in professional meetings, partnered building walkthroughs and examination of student learning data. Observations are formal (announced) and informal (unannounced). Evidence - observation notes, meeting notes, artifacts from principal's practice - will all be reviewed to determine the rubric score on each of the 31 performance indicators of the MPPR.

The Multidimensional Principal Performance Rubric (MPPR) will be used to determine 60 points of the principal's evalution. The MPPR has 6 Domains, 18 Dimensions and 31 Performance Indicators. Each of the Performance Indicators will be scored either 1, 2, 3, 4, based upon evidence described above. The final score for each performance indicator will be based on all of the evidence collected and observed over the course of the school year. The rubric points earned for all 31 performance indicators will be totaled and then divided by 31 to find an average rubric score. This score will then be converted to a point value using the conversion chart which is attached.

In the case of rounding, no score will be rounded up if the resulting average results in a performance jump from one HEDI category to another thus ensuring that true performance identifies the HEDI category rating.

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

assets/survey-uploads/12205/554969-pMADJ4gk6R/Scoring Distribution of 60 Points for Principals 9.7_1.pdf

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

Highly Effective: Overall performance and results exceed standards.	A total rubric score of 3.7 - 4.0
Effective: Overall performance and results meet standards.	A total rubric score of 2.9 -3.6

Developing: Overall performance and results need improvement in order to meet standards.	A total rubric score of 1.9-2.8
Ineffective: Overall performance and results do not meet standards.	A total rubric score of 1.0-1.8

Please provide the locally-negotiated 60 point scoring bands.

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

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	2
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, April 01, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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, June 03, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/139915-Df0w3Xx5v6/PIP Template_1.doc

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:

1. Appeals Process:

A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission directly to the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within fourteen days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent shall respond to the appeal with a written answer either granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within 14 calendar days of the receipt of the appeal. The decision of the Superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

E. Notwithstanding the above, in the event that a principal has received two consecutive ineffective APPR evaluation ratings, that principal may request in writing , within 14 days of receipt of the second ineffective evaluation, a second tier appeal . The review must then occur within 14 days by an arbitrator selected on a rotating basis from a regional (PNWBOCES) list, based upon a rotation from those willing to accept the assignment and meet the timeframes of this procedure. The decision of the arbitrator selected shall make a final and binding decision upon the appeal of the APPR evaluation. The Superintendent shall contact the arbitrator for availability and assign the case to such arbitrator by forwarding the written submissions, his/her determination and a copy of the APPR plan. The arbitrator selected shall issue a binding decision within 30 calendar days of the notice of appointment.

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 sole lead evaluator (District Superintendent) received an initial three-day training on the Multi-Dimensional Performance Rubric, NYS Leadership Standards and evidence based-assessment provided regionally by the PNWBOCES. This training provided New York State Certification for Lead Evaluators of Principals. The Superintendent is certified/recertified by the Board of Education.

Training in the following nine elements was included:
1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;
2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Each year, the lead evaluator will participate in day-long training provided by the regional PNWBOCES.

This training will review the State's vision for Lead Evaluators of Principals and address the following four of the nine State required certification elements:
• ISLLC standards and their related functions;
• Evidence-based observation techniques grounded in research;
• Application and use of approved teacher and/or principal practice rubric(s) selected by the district or BOCES for use in evaluations;
• Application and use of other assessment tools.

Additional training will be offered yearly on the remaining five certification elements.

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 Wednesday, June 11, 2014

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/12158/554972-3Uqgn5g9Iu/APPR signatures SCSD0001 June-11-14.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.

Somers Central School District Student Learning Objective Process and Conversion Scale
Chart 2.11

A review of all available data will be conducted for the students in a classroom or course.

Somers Central School District is building data management systems to ensure that this process enables teachers to conduct a thorough and efficient analysis of students' strengths and weaknesses with regard to state standards.

Pre-assessments will be administered (where appropriate) and provide additional baseline data.
Following a review of baseline data, individual and appropriate learning targets will be established for all students.
At the end of the learning interval, a summative assessment will provide the final piece of evidence used to determine if individual students have met their learning targets. We will be measuring individual student growth. Teachers will use available data to set appropriate growth targets and administrators will review and approve these targets.

The chart below outlines the points teachers will receive when the given percentages of students reach or exceed their targets. For school wide measures, HEDI points will be based upon the school wide percentage of students that reach or exceed their targets. Building Administrators along with the Assistant Superintendent for Learning will oversee the Student Learning Objective development process to ensure rigor and comparability.

Highly Effective			**Effective**									**Developing**						**Ineffective**		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students met or exceeded the learning target			70 - 84% of students met or exceeded the learning target.									50-69% of students met or exceeded the learning target.						0-49% of students met or exceeded the learning target.		

Somers Central School District
Local Measures of Student Achievement for Core ELA and Math Teachers Grades 4-8
Chart 3.3 (Options for 0-15 and 0-20 Conversions)
Proficiency Scores

Grades 4-5 STAR Math Enterprise: 40th Percentile and Above represents proficiency
Grades 6-8 ELA: Somers Central School District Benchmark Writing Assessment – Composite Somers CSD Writing Rubric Score of 2.5 – 4.0 represents proficiency
Grades 6-8 Mathematics: Somers Central School District Grade Specific Benchmark Assessment 65% or above represents proficiency

Teachers will be assigned 0-15 points (or 0-20 points) within the HEDI rating categories based on the percentage of students that meet or exceed the identified proficiency level as identified on the conversion chart for local assessments below.

Highly Effective		**Effective**						**Developing**					**Ineffective**		
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100%	85-94%	83-84%	81-82%	79-80%	76-78%	73-75%	70-72%	65-69%	60-64%	56-59%	53-55%	50-52%	30-49%	15-29%	0-14%
85-100% of students have achieved proficiency		70-84% of students have achieved proficiency						50-69% of students have achieved proficiency					49% or fewer students have achieved proficiency		

Highly Effective			**Effective**									**Developing**						**Ineffective**		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100	90-94	89	88	86-87	84-85	82-83	80-81	78-79	77	76	75	74	72-73	70-71	68-69	66-67	65	41-64	21-40	0-20
89-100% of students have achieved proficiency			75-88% of students have achieved proficiency									65-74% of students have achieved proficiency						64% or fewer students have achieved proficiency		

Somers Central School District
Local Measures of Student Achievement for All Other Teachers –
Teachers for whom there is no approved value-added measure of student growth
Chart 3.13

This conversion chart is consistent for all grade levels and all subject areas, ***other than 4-8 ELA and Math.***

Proficiency Scores for STAR Enterprise Assessments (Math) are 40th Percentile Ranking or above.
For all Somers Central School District Developed Grade/Subject assessments, proficiency is 65% or above.

Teachers will be assigned 0-20 points within the HEDI rating categories based on the percentage of student that meet or exceed the proficiency level as identified on the chart below. Where school wide measures are indicated, HEDI points will be assigned based on the percentage of students, school wide, who meet or exceed the proficiency target.

Highly Effective			**Effective**									**Developing**						**Ineffective**		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students have achieved proficiency			70-84% of students have achieved proficiency									50-69% of students have achieved proficiency						0-49% or fewer students have achieved proficiency		

SCSD
SOMERS CENTRAL SCHOOL DISTRICT
Forward in Excellence

Somers Central School District
Distribution of Points for Other Measures of Teacher Effectiveness –Teacher Evaluation

Somers Central School District has worked continuously and collaboratively with members of the Principals' and Teachers' professional groups to develop an Annual Professional Performance Review plan that ensures continuous professional growth and development using the Charlotte Danielson's Framework for Teaching, Revised 2011 edition.

Teachers will work collaboratively within a professional learning community to examine student learning data and best instructional practices. They will work individually and collaboratively to document evidence of professional practice. The focus of their work will always be tied to improved learning for the students in our district.

The following recommendations were made for Teachers:
The Framework for Teaching (Danielson, 2011) will be used in its entirety – all 22 subcomponents of the 4 domains will be part of a teacher's evaluation.
All administrators charged with teacher observations – both formal and informal – will engage in ongoing training and calibration exercises in the use of evidence-based observation using the Danielson Framework for Teaching (2011). This training will occur periodically throughout the year and through use of the Focus Observation and Training System using the Danielson Framework for Teaching through Teachscape. All administrators charged with teacher observations have undergone initial training using the Teachscape Training Module consisting of 20 hours.
Approximately 73% of the 60 points will be earned through observations – with a focus on Domains 1-3 of the Danielson Framework for Teaching (2011). Rubric Scores for subcomponents 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e will be determined through formal and informal observations of teacher practice.
The remaining 27% of the 60 points will be earned through a structured review of teacher artifacts consistent with Domain 4 of the Danielson Framework for Teaching (2011). Subcomponents 4a, 4b, 4c, 4d, 4e, and 4f will be scored based upon a review of specific artifacts related to lesson plans, parent communication, professional learning, curriculum work and student learning.

The purpose of this plan is continuous improvement of practice. Therefore, a careful collaborative (multiple administrators) review of all scores obtained during multiple observations and review of artifacts will be conducted by school administrators in order to complete the teacher's end of year evaluation. If a teacher has provided evidence of improved practice through the year, their higher score earned will be captured for the final rubric evaluation score.

Probationary Teachers:
The following observations will be conducted:
- **Two formal observations by a trained building administrators with pre- and post-conferences**
- **One informal observations (unannounced) by a trained building administrator**

Tenured Teachers:
The following observations will be conducted:

- **One formal observation by a trained building administrator with pre- and post- conferences**
- **One informal observation by a trained building administrator**

As per the negotiated agreement, a tenured teacher may also elect to develop an Individual Professional Growth Plan (IPGP) and meet with his/her building administrator at least two times during the course of the plan – for approval, checks on progress and for a summative conference. Artifacts produced by this IPGP will be scored using the related rubric components.

Additional informal observations will be held and accounted for as needed. The above represent the minimum requirements for all.

Charlotte Danielson's Framework for Teaching (2011 Revised Edition) – Final Evaluation and Determination of 60 points

Domains	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
I. Planning and Preparation (6 elements scored)	1	2	3	4
II. Classroom Environment (5 elements scored)	1	2	3	4
III. Instruction (5 elements scored)	1	2	3	4
IV. Professional Responsibilities (6 elements scored)	1	2	3	4
Twenty-two elements scored. Scores are totaled and divided by 22 for rubric score. Rubric Score is then converted to 0-60 score using the conversion chart below.				
	Ineffective	**Developing**	**Effective**	**Highly Effective**
Point Values	**1.0-1.8** 1.0: 0 pts. 1.1-1.2: 15 pts. 1.3-1.4: 30 pts. 1.5-1.6: 40 pts. 1.7-1.8: 49 pts.	**1.9-2.8** 1.9: 50 pts. 2.0: 51 pts. 2.1: 52 pts. 2.2: 53 pts. 2.3-2.4: 54 pts. 2.5-2.6: 55 pts. 2.7-2.8: 56 pts.	**2.9-3.6** 2.9 – 3.2: 57 pts. 3.3 – 3.6: 58 pts.	**3.7-4.0** 3.7-3.8: 59 pts. 3.9-4.0: 60 pts.
Scoring Ranges	**0-49**	**50-56**	**57-58**	**59-60**

Typically, numbers will be rounded up to the nearest tenth (if for instance, the average is 2.25, the number will be rounded to 2.3 – except in the following cases where rounding up would cause a teacher to move up to the next HEDI rating:
1.85-1.89 will maintain a 1.8, 2.85-2.89 will maintain at 2.8, 3.65-3.69 will maintain at 3.6

Annual Professional Performance Review
Teacher Improvement Plan

Name: Building: Date:

☐ Probationary Year 1 ☐ Probationary Year 2 ☐ Probationary Year 3 ☐ Tenured

Areas for Improvement (Domains/Components)	**Goals and Objectives** ***Teacher will . . .***	**Strategies and Supports**	**Anticipated Outcomes**	**Completion Date**

Progress Monitoring Meetings

Dates	Summary	Next Steps

Upon final evaluation for the year, the following has been determined:

☐ The goals and objectives have been successfully completed for this Teacher Improvement Plan; therefore this Teacher Improvement Plan will be discontinued for the _____ school year.

☐ The goals and objectives have not been successfully completed for this Teacher Improvement Plan; therefore this Teacher Improvement Plan will continue for the _____ school year.

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Somers Central School District
Growth on Comparable Measures for Principals
Chart 7.3

Student growth will be measured for this purpose.
Individual student learning targets will be set by professional learning community teams of teachers who will review student learning data at the beginning of the learning period. These learning targets will be reviewed by the building principal and approved by the Assistant Superintendent for Learning.
Data that is used to set student learning targets includes the students' previous learning data (grades, benchmark assessments such as STAR Enterprise Assessments in Reading and Math) and pre-tests when utilized. Individual student learning targets are set to ensure that rigorous and appropriate learning targets are established for all students.

Principals will receive a score and HEDI rating based on the percentage of students that meet their established learning targets.

Highly Effective			**Effective**									**Developing**						**Ineffective**		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students have met their learning targets			70-84% of students have met their learning targets									50-69% of students have met their learning targets						0-49% or fewer students have met their learning targets		

Somers Central School District Chart 8.1
Locally Selected Measures of Student Achievement for Principals with an Approved Value-Added Measure (15 points)

5-Year Graduation Rates – HEDI Breakdown for 9-12 Principal

Graduation Rate	Points Generated	HEDI Category
98-100	15	Highly Effective
96-97	14	
95	13	Effective
94	12	
93	11	
92	10	
91	9	
90	8	
88-89	7	Developing
86-87	6	
84-85	5	
82-83	4	
80-81	3	
70-79	2	Ineffective
50-69	1	
0-49	0	

HEDI for Principals of 3-5, 6-8
Proficiency Scores
STAR Enterprise Assessments (Math): 40th Percentile and above represents proficiency.
In Grades 6-8, Somers Central School District Grade Specific Assessment score of 65% or above represents proficiency.

Principals will be assigned 0-15 points (or 0-20 points) within the HEDI rating categories based on the percentage of students that meet or exceed the identified proficiency level as identified on the conversion chart for local assessments below.

Highly Effective		**Effective**						**Developing**					**Ineffective**		
15	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100	85-94	83-84	81-82	79-80	76-78	73-75	70-72	65-69	60-64	56-59	53-55	50-52	30-49	15-29	0-14
85-100% of students have achieved proficiency		70-84% of students have achieved proficiency						50-69% of students have achieved proficiency					49% or fewer students have achieved proficiency		

Somers Central School District Chart 8.1 without VA
Locally Selected Measures of Student Achievement for Principals – without a Value Added Measure (20 points)

5-Year Graduation Rates – HEDI Breakdown for 9-12 Principal

Graduation Rate	Points Generated	HEDI Category
99-100	20	Highly Effective
97-98	19	
95-96	18	
94	17	Effective
93	16	
92	15	
91	14	
90	13	
89	12	
88	11	
87	10	
86	9	
85	8	Developing
84	7	
83	6	
82	5	
81	4	
80	3	
70-79	2	Ineffective
50-69	1	
0-49	0	

Proficiency Scores
STAR Enterprise Assessments (Math): 40th Percentile and above represents proficiency.
In Grades 6-8, Somers Central School District Grade Specific Assessment score of 65% or above represents proficiency.

Principals will be assigned 0-15 points (or 0-20 points) within the HEDI rating categories based on the percentage of students that meet or exceed the identified proficiency level as identified on the conversion chart for local assessments below.

Highly Effective			Effective									Developing						Ineffective		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students have achieved proficiency			70-84% of students have achieved proficiency									50-69% of students have achieved proficiency						0-49% or fewer students have achieved proficiency		

Somers Central School District Chart 8.2
Locally Selected Measures of Student Achievement for All Other Principals (20 points)

This conversion chart is consistent for Grades K-2 Principal

A score of 65% or higher on Somers Central School District developed benchmark assessments for mathematics will be considered proficient.

Highly Effective			**Effective**									**Developing**						**Ineffective**		
20	**19**	**18**	**17**	**16**	**15**	**14**	**13**	**12**	**11**	**10**	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students have achieved proficiency			70-84% of students have achieved proficiency									50-69% of students have achieved proficiency						0-49% or fewer students have achieved proficiency		

Somers Central School District
Distribution of Points for Other Measures of Principal Effectiveness

The Multidimensional Principal Performance Rubric (MPPR) will be used to determine 60 points of the principal's evaluation. The 60 points will be determined through a broad assessment of principal leadership and management actions based on the Multidimensional Principal Performance Rubric (MPPR).
Assessment will be determined through multiple school visits (announced and unannounced) by supervisor as well as monthly meetings with principals, observations of practice in professional settings, partnered building walkthroughs and examination of student learning data.

Observations are formal (announced) and informal (unannounced). Evidence - observation notes, meeting notes, artifacts from principal's practice - will all be holistically reviewed to determine the rubric score on each of the 31 performance indicators of the MPPR.

The MPPR has 6 Domains, 18 Dimensions and 31 Performance Indicators. Each of the Performance Indicators will be scored either 1, 2, 3, or 4, based upon evidence described above. The rubric points earned for all 31 performance indicators will be totaled and then divided by 31 to find an average rubric score. This score will then be converted to a point value using the conversion chart below.

In the case of rounding, no score will be rounded up if the resulting average results in a performance jump from one HEDI category to another thus ensuring that true performance identifies the HEDI category rating.

Rubric Point Conversion	**1-1.8 = 0-49 pts**	**1.9-2.8 = 50-56 pts**	**2.9-3.6 = 57-58 pts**	**3.7-4.0 = 59-60 pts**
Add points awarded for each of the 31 performance indicators and divide by 31 to find the average – for points awarded.	**1.0: 0 points** **1.1: 10 points** **1.2: 15 points** **1.3: 25 points** **1.4: 30 points** **1.5: 35 points** **1.6: 40 points** **1.7: 45 points** **1.8: 49 points**	**1.9: 50 points** **2.0: 51 points** **2.1: 52 points** **2.2: 53 points** **2.3- 2.4: 54 points** **2.5- 2.6: 55 points** **2.7 – 2.8: 56 points**	**2.9 – 3.2: 57 points** **3.3-3.6: 58 points**	**3.7-3.8: 59 points** **3.9-4.0: 60 points**

Annual Professional Performance Review
Principal Improvement Plan

Name: Building: Date:

☐ Probationary Year 1 ☐ Probationary Year 2 ☐ Probationary Year 3 ☐ Tenured

Areas for Improvement (Domains/Components)	**Goals and Objectives** ***Principal will . . .***	**Strategies and Supports**	**Anticipated Outcomes**	**Completion Date**

Progress Monitoring Meetings

Dates	Summary	Next Steps

Upon final evaluation for the year, the following has been determined:

☐ The goals and objectives have been successfully completed for this Principal Improvement Plan; therefore this Principal Improvement Plan will be discontinued for the _____ school year.

☐ The goals and objectives have not been successfully completed for this Principal Improvement Plan; therefore this Principal Improvement Plan will continue for the _____ school year.

Principal's Signature: _____ Date: _____

Superintendent'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:

6-11-14

Teachers Union President Signature: Date:

6-11-14

Administrative Union President Signature: Date:

6-11-14

Board of Education President Signature: Date:

6-11-14