



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
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Albany, New York 12234

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August 30, 2013

Revised

Joseph Giani, Superintendent
South Country Central School District
189 Dunton Avenue
East Patchogue, NY 11772

Dear Superintendent Giani:

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: Dean T. Lucera

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 Friday, August 09, 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 : 580235060000

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

580235060000

1.2) School District Name: SOUTH COUNTRY CSD

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

SOUTH COUNTRY 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, August 23, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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	M Class: DIBELS Next
1	State-approved 3rd party assessment	M Class: DIBELS Next
2	State-approved 3rd party assessment	M Class: DIBELS Next

	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.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points (30%-44%)

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points (0%-29%)
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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	South Country Central School District Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	South Country Central School District Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	South Country Central School District Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points (30%-44%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points (0%-29%)

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	South Country Central School District Developed Grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	South Country Central School District Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points (30%-44%%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points (0%-29%)

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	South Country Central School District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	South Country Central School District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	South Country Central School District Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of
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	students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points (30%-44%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points (0%-29%)

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	South Country 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.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points (30%-44%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points (0%-29%)

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points (30%-44%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points (0%-29%)

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.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures (NYS common core algebra 1 regents) of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points (30%-44%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points (0%-29%)

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	South Country Central School District Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	South Country Central School District Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	New York State Comprehensive English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures (NYS Comprehensive English Regents for English 11) of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points (30%-44%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points (0%-29%)

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Remedial Reading Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Reading Assessment
All ESL Courses	State Assessment	NYSESLAT
All Music Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Music Assessment
All Art Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Art Assessment
All Physical Education Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Physical Education Assessment
All Health Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Health Assessment
All Business Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Business Assessment
LOTE - Grade 7 & HS Level 1	District, Regional or BOCES-developed	South Country Central School District District Developed Grade 7 & HS Level 1 LOTE Assessment
LOTE - Grade 8 & HS Level 2	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Grade 8 & HS Level 2 LOTE Checkpoint A Assessment
LOTE - Level 3	District, Regional or BOCES-developed	Eastern Suffolk BOCES Developed Level 3 LOTE Checkpoint B Assessment
LOTE - Level 4	District, Regional or BOCES-developed	South Country Central School District Developed Level 4 LOTE Assessment
All Technology Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Technology Assessment
All Family & Consumer Science Courses	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Family & Consumer Science Assessment

Speech & Language	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Speech & Lanuage Assessment
Library	District, Regional or BOCES-developed	South Country Central School District Developed Grade Specific Library Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting individual targets. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage. The percentage will correspond to the HEDI scores as shown below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points (85%-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points (45%-84%)
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points (30%-44%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points (0%-29%)

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/131012-TXEttx9bQW/APPR SLO & Local Conversion Chart - 20 points.xlsx

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.

When determining Comparable Growth Measures for Students with Disabilities, English Language Learners, and Economically Disadvantaged students, the district will rely on analyzing individual growth targets achieved for each student and adjust targets accordingly.

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, August 30, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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.	For grades 4-8, the South Country Central School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress to calculate teacher level effectiveness ratings for the locally-adopted assessment by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject and starting RIT score. CGI scores are expressed in standard deviation units, or Z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.
	To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four category HEDI range.
	We will use the 20 point chart in 3.3 until the Board of Regents approves a value-added measure. Once a value-added measure is approved, we will use the 15 point chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see table in 3.3)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see table in 3.3)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see table in 3.3)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(see table in 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	Measures of Academic Progress Math
5	4) State-approved 3rd party assessments	Measures of Academic Progress Math
6	4) State-approved 3rd party assessments	Measures of Academic Progress Math
7	4) State-approved 3rd party assessments	Measures of Academic Progress Math
8	4) State-approved 3rd party assessments	Measures of Academic Progress Math

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For grades 4-8, the South Country Central School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress to calculate teacher level effectiveness ratings for the locally-adopted assessment by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject and starting RIT score. CGI scores are expressed in standard deviation units, or Z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.</p> <p>To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four category HEDI range.</p> <p>We will use the 20 point chart in 3.3 until the Board of Regents approves a value-added measure. Once a value-added measure is approved, we will use the 15 point chart. Once a value-added measure is approved, we will use the 15 point chart.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>(see table in 3.3)</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>(see table in 3.3)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>(see table in 3.3)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>(see table in 3.3)</p>

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/12149/534278-rhJdBgDruP/Copy of MAP Cut Points 15 & 20.xlsx

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	For grades K-3, the South Country Central School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress to calculate teacher level effectiveness ratings for the locally-adopted assessment by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject and starting RIT score. CGI scores are expressed in standard deviation units, or Z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms. To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four category HEDI range.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table in 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table 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	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	For grades K-3, the South Country Central School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress to calculate teacher level effectiveness ratings for the locally-adopted assessment by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject and starting RIT score. CGI scores are expressed in standard deviation units, or Z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms. To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four category HEDI range.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table in 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table 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	6(ii) School wide measure computed locally	South Country District Developed Grade 6 Science Assessment
7	6(ii) School wide measure computed locally	South Country District Developed Grade 7 Science Assessment
8	6(ii) School wide measure computed locally	South Country 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.	Students will be given a pretest to establish a baseline. Using that data, individual targets will be set by teachers/principals. The 20 points to be received on the local measures of student growth will be calculated as follows: the number of students school-wide meeting individual targets showing growth will convert to a percentage; that percentage will be converted to a specific point value under the HEDI category, See table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table 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	6(ii) School wide measure computed locally	South Country District Developed Grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	South Country District Developed Grade 7 Social Studies Assessment
8	6(ii) School wide measure computed locally	South Country 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 3.13, below.	Students will be given a pretest to establish a baseline. Using that data, individual targets will be set by teachers/principals. The 20 points to be received on the local measures of student growth will be calculated as follows: the number of students school-wide meeting individual targets showing growth will convert to a percentage; that percentage will be converted to a specific point value under the HEDI category, See table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table in 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table 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	6(ii) School wide measure computed locally	South Country District Developed Global 1 Assessment
Global 2	6(ii) School wide measure computed locally	South Country District Developed Global 2 Assessment
American History	6(ii) School wide measure computed locally	South Country 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.	Students will be given a pretest to establish a baseline. Using that data, individual targets will be set by teachers/principals. The 20 points to be received on the local measures of student growth will be calculated as follows: the number of students school-wide meeting individual targets showing growth will convert to a percentage; that percentage will be converted to a specific point value under the HEDI category, See table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table 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	6(ii) School wide measure computed locally	South Country District Developed Living Environment Assessment
Earth Science	6(ii) School wide measure computed locally	South Country District Developed Earth Science Assessment
Chemistry	6(ii) School wide measure computed locally	South Country District Developed Chemistry Assessment
Physics	6(ii) School wide measure computed locally	South Country District Developed Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Students will be given a pretest to establish a baseline. Using that data, individual targets will be set by teachers/principals. The 20 points to be received on the local
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3.13, below.	measures student growth will be calculated as follows: the number of students school-wide meeting individual targets showing growth will convert to a percentage; that percentage will be converted to a specific point value under the HEDI category, See table.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table in 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table in 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	6(ii) School wide measure computed locally	South Country District Developed Algebra 1 Assessment
Geometry	6(ii) School wide measure computed locally	South Country District Developed Geometry Assessment
Algebra 2	6(ii) School wide measure computed locally	South Country 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	Students will be given a pretest to establish a baseline. Using that data, individual targets will be set by teachers/principals. The 20 points to be received on the local
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3.13, below.	measures of student growth will be calculated as follows: the number of students school-wide meeting individual targets showing growth will convert to a percentage; that percentage will be converted to a specific point value under the HEDI category, See table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table in 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table in 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	6(ii) School wide measure computed locally	South Country District Developed Grade 9 ELA Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	South Country District Developed Grade 10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	South Country 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	Students will be given a pretest to establish a baseline. Using that data, individual targets will be set by teachers/principals. The 20 points to be received on the local
--	---

3.13, below.	measures of student growth will be calculated as follows: the number of students school-wide meeting individual targets showing growth will convert to a percentage; that percentage will be converted to a specific point value under the HEDI category, See table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table in 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table in 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
All Remedial Reading Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Reading Assessment
All ESL Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific ESL Assessment
All Music Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Music Performance Assessment
All Art Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Art Performance Assessment
All Physical Education Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Physical Education Performance Assessment
All Health Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Health Performance Assessment
All Business Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Business Performance Assessment
LOTE - Grade 7 & HS Level 1	6(ii) School wide measure computed locally	South Country District Developed Grade 7 & HS Level 1 LOTE Performance Assessment
LOTE - Grade 8 and HS Level 2	6(ii) School wide measure computed locally	South Country District Developed Grade 8 & HS Level 2 LOTE Performance Assessment
LOTE - Level 3	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Level 3 LOTE Performance Assessment
LOTE - Level 4	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Level 4 LOTE Performance Assessment
All Technology Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Technology Performance Assessment
All Family & Consumer Science Courses	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Family & Consumer Science Performance Assessment

Speech & Language	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Speech & Language Performance Assessment
Library	6(ii) School wide measure computed locally	South Country District Developed Grade Specific Library Performance 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.	Students will be given a pretest to establish a baseline. Using that data, individual targets will be set by teachers/principals. The 20 points to be received on local measures of student growth will be calculated as follows: the number of students school-wide meeting individual targets showing growth will convert to a percentage; that percentage will be converted to a specific point value under the HEDI category, See table.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	18-20 points (see table in 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points (see table in 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points (see table in 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points (see table in 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/12149/534278-y92vNseFa4/SouthCountry 3.13.docx

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.

When determining local measures for Students with Disabilities, English Language Learners, and Economically Disadvantaged students, the district will rely on analyzing individual growth targets achieved for each student and adjust targets accordingly. When attendance is historically an issue for a particular student, that factor will be taken into account when setting the individual growth target.

Among our student population there are students with chronic absenteeism issues. We have formed an attendance subcommittee as part of our APPR team to enact measures to improve student attendance. In no case shall adjusting a students target based on attendance increase a teacher's HEDI score by more than 2 points.

In order to mitigate problematic incentives for teachers, the District has an established process for early identification of attendance issues with students, designed to encourage parents to send their children to school regularly and encourage students to attend school. These interventions and processes consist of the following: attendance letters, social worker, counselor involvement (as necessary) and conferences with parents and students regarding attendance, and phone calls to home when a student is absent.

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.

Teachers with more than one measure will have their HEDI scores averaged proportionately based on the number of students in each measure. General rounding rules will apply to the final sub-component score (greater than or equal to .5 rounds up, less than .5 rounds down).

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)

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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.)

NYSUT Teacher Practice Rubric (2012 Edition)

(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]	31
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

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.

Based on the totality of evidence gathered during multiple observations, the evaluator will assign a score based on the 36 elements of the NYSUT Rubric. Each of the 36 elements will be rated on a 4 point scale (HE= 4 points, E=3 points, D= 2 points and I = 0 points), for a maximum of 144 raw points. Up to an additional 116 raw points will be obtained through the structured review lesson plans, student portfolios, and other teacher artifacts. Each artifact will be rated on a 4 point rubric scale (HE=4 points, E= 3 points D=2 points and I=0 points). The ratings for each artifact will be averaged together weighted equally. The average rating will be multiplied by 29

for a maximum of 116 raw points (i.e. $29 \times 4 = 116$).

Composite Point Total

The teacher's HEDI rating for Other Measures of Effectiveness consists of a total of up to 260 raw points (up to 144 raw points on the NYSUT rubric end of year evaluation form and up to 116 raw points, based on the structured review lesson plans, student portfolios, and other teacher artifacts). These two numbers will be summed together and converted to an overall HEDI rating of up to 60 points based on the attached conversion scale (see table 4.5)

Additionally, in the table below, for probationary teachers at least one formal observation will be unannounced; for tenured teachers, at least one informal observation will be unannounced.

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/12179/534279-eka9yMJ855/South Country -4.5 chart.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To receive a performance rating of "highly effective", a teacher must score 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	To receive a performance rating of "effective", a teacher must score between 57 and 59 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To receive a performance rating of "developing", a teacher must score between 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To receive a performance rating of "ineffective", a teacher must score between 0 and 49 points.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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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	60
Effective	57-59
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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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/5265/131148-Df0w3Xx5v6/Teacher Improvement Plan final_2.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

Pursuant To Education Law 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 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 issuance and/or implementation of the principal or teacher improvement plan, as required under Education Law section 3012-c.

Procedure for ensuring that appeals of annual professional performance evaluations are handled in a timely and expeditious way:

- (1) The annual evaluation of the teacher shall be presented to the teacher.
- (2) Within ten (10) school days of the receipt of a teacher's evaluation of ineffective from the lead evaluator, the teacher may appeal the evaluation to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The evaluated teacher may only challenge the substance, rating and/or adherence to the parties' Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c.
- (3) Within ten (10) school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination in writing respecting the appeal.
- (4) The determination of the Superintendent of Schools or his/her designee as to the appeal referred to above, shall not be grievable, arbitrable, or reviewable in any other forum.
- (5) In the event a teacher receives a second consecutive evaluation of ineffective, the teacher may appeal such evaluation to a panel consisting of two (2) administrators selected by the SCAA and two (2) teachers selected by the BTA. The administrators and teachers shall not be from the same building as the appealing teacher. This appeal must be submitted in writing to the panel within ten (10) school days of receipt of the evaluation. The review by the panel shall be completed within ten (10) school days of the delivery of the written request for review from the teacher. No hearing shall be held and the review shall be based solely upon the evaluation, support papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The panel may submit written requests for clarification. The responses thereto shall also be limited to written submissions. The panel's decision shall be transmitted to the Superintendent and the Appellant upon completion no later than ten school (10) days after receipt of the appeal. In the event the determination of the panel is unanimous, it shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining agreement.
- (6) In the event the determination of the panel is not unanimous, the effected teacher may elect to submit the appeal to a second panel of employees selected in the same manner and composition as exists as to the initial panel except the Superintendent of Schools shall also serve as the fifth member thereof. This submission must occur within five (5) school days of the issuance of the findings of the initial panel. The second panel shall issue its determination within ten (10) school days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the initial panel's determination, supporting papers submitted by the teacher and/or a response to the appeal by the teacher's evaluator. The determination of the second panel shall be final and shall not be grievable, arbitrable or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining agreement.
- (7) An overall performance rating if ineffective on the annual evaluation is the only rating subject to appeal.
- (8) Non-tenured teachers shall be permitted to appeal pursuant to this procedure.

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.

Included in the new APPR system is a requirement that all lead evaluators be trained according to the new regulations. The South Country CSD is providing this ongoing training to our administrative members through our regional BOCES as well as the South Country School District.

The South Country Central School District administrators will attend the Eastern Suffolk BOCES annual re-certification training for Principal and Teacher evaluators, which will be approximately 3 days over the summer for 6 hours each day.

In addition to the above, training will be offered through the South Country Central District Administrative Council meetings. The Superintendent and Assistant Superintendents will conduct inter-rater reliability training for all building level administrators. In addition to the BOCES re-certification and the inter-rater reliability training, the South Country Central School District's Central Office Administration will provide ongoing training throughout the school year at administrative council meetings to be held on a monthly basis in the 9 components listed below:

1. New York State Teaching Standards and Leadership Standards

2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher rubrics
5. Application and use of any assessment tools used to evaluate teachers
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers
9. Specific considerations in evaluating teachers of ELLs and students with disabilities

Lead evaluators and evaluators will be re-certified yearly. Certification as a Lead Evaluator and an evaluator ensures inter-rater reliability.

Additionally, our training will include suggestions for making our new APPR system manageable. The goal is to provide training that will help lead evaluators be instructional leaders.

Successful completion of training will result in an initial certification for new evaluators and lead evaluators

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)

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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):

4-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(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)/course(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-3	State assessment	Grade 3 NYS ELA & Mathematics Assessments
K-3	State-approved 3rd party assessment	M Class: DIBELS Next (Grades K-2)

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.	Students will be given a pretest to establish a baseline. Using that data, principals will be setting a target to be approved by the superintendent or his/her designee. The 20 points to be received on state-approved measures of student growth will be calculated as follows: the total number of students on a roster meeting individual targets showing growth will convert to a percentage.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	18-20 points; see chart in 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points; see chart in 7.3
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points; see chart in 7.3
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-2 points; see 7.3

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/5365/141975-lha0DogRNw/APPR SLO & Local Conversion Chart - 20 points.xlsx

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.

n/a

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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 growth 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
4-5	(d) measures used by district for teacher evaluation	Measure of Academic Progress (ELA/Math)
6-8	(d) measures used by district for teacher evaluation	Measure of Academic Progress (ELA/Math)
9-12	(d) measures used by district for teacher evaluation	All South Country District Developed Grade/Subject Specific 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For grades 4-8, the South Country Central School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress to calculate principal level effectiveness ratings for the locally-adopted assessment by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject and starting RIT score. CGI scores are expressed in standard deviation units, or Z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.</p> <p>To construct an evaluative rating, CGI scores for all students</p>
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linked to a particular principal will be averaged, with this average CGI score converted to the four category HEDI range.

For grades 9-12 principals in collaboration with the Superintendent will analyze baseline data and establish individual growth targets for each student for each student. HEDI points will be assigned based on percentage of students meeting or exceeding growth targets. (See table in 8.1)

We will use the 20 point chart in 8.1 until the Board of Regents approves a value-added measure. Once a value-added measure is approved, we will use the 15 point chart.

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

(see table in 8.1)

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

(see table in 8.1)

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

(see table in 8.1)

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

(see table in 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/12190/534283-qBFVOWF7fC/HEDI tables 8.1.docx

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

In the table below, list all of the grade configurations/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-3	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades & ELA/MATH)

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For grades K-3, the South Country Central School District will be using conditional growth index (CGI) based on the NWEA Measures of Academic Progress to calculate principal level effectiveness ratings for the locally-adopted assessment by comparing actual student growth to the student growth norms. The norms reflect the amount of growth that might be expected from these students based on their grade, subject and starting RIT score. CGI scores are expressed in standard deviation units, or Z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth</p>
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less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular principal will be averaged, with this average CGI score converted to the four category HEDI range.

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

18-20 points
(see table)

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

9-17 points
(see table)

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

3-8 points
(see table)

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

0-2 points
(see table)

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/12190/534283-T8MIGWUVm1/Copy of MAP Cut Points 20.xlsx

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.

When determining local measures for Students with Disabilities, English Language Learners, and Economically Disadvantaged students, the district will adjust individual growth targets accordingly. When attendance is historically an issue for a particular student, that factor will be taken into account when setting the individual growth target.

Among our student population there are students with chronic absenteeism issues. We have formed an attendance subcommittee as part of our APPR team to enact measures to improve student attendance. In no case shall adjusting a student's target based on attendance increase a principal's HEDI score by more than 2 points.

In order to mitigate problematic incentives for principals, the District has an established process for early identification of attendance issues with students, designed to encourage parents to send their children to school regularly and encourage students to attend school. These interventions and processes consist of the following: attendance letters, social worker, counselor involvement (as necessary) and conferences with parents and students regarding attendance, and phone calls to home when a student is absent.

8.4) Principals with More Than One Locally Selected Measure

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

All principals are receiving one measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, 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)
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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)
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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)
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9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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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)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
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K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
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K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
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K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
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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.

The Multidimensional Principal Performance Rubric consists of six (6) ISSLIC domains that contain 31 performance indicators. Based on the totality of evidence collected over multiple school visits, the evaluator will assign a rating to each performance indicator. The building principal will receive a rating (HE,E,D,I) for each of the thirty (31) performance indicators with the ratings receiving the following points: Highly Effective=4 points, Effective=3 points, Developing=2 points, Ineffective=0 points, totaling a maximum of 124 points.

The parties agree that there are several performance indicators within the MPPR which cannot be evaluated or measured based upon isolated observations. Therefore, it has been agreed that no later than May 15th the Principal will submit to the Superintendent ten (10) supporting documents for performance indicators. The documents submitted for each performance indicator shall be from a list of approved school documents. A maximum of 30 additional points can be earned upon review of the ten (10) school documents. Documents will be evaluated through the applicable parts of the rubric and receive the following points (Highly Effective=3 points, Effective=2 points, Developing=1 point, Ineffective=0 points.)

The parties have agreed that any developing or ineffective rating given in any performance indicator must adhere to the following:

*To assign a rating of "developing" in a performance indicator the evaluator must support the rating with at least one (1) piece of factual evidence (situations, events, etc) /artifact as well as provide a detailed written explanation that includes a factually based justification in support of the developing rating for that performance indicator.

**To assign a rating of "ineffective" in a performance indicator the evaluator must support the rating with at least two (2) pieces of factual evidence (situations, events, etc.) / artifacts as well as provide a detailed written explanation that includes a factually based justification in support of the "ineffective" rating. The explanation must also provide a detailed rationale as to how the cited factual evidence provided in support establishes an "ineffective" rating for that performance indicator.

COMPOSITE POINT TOTAL

The building principal's HEDI rating for Other Measures of Effectiveness consists of a total of up to 154 raw points {up to 124 points

assigned to the rubric end year evaluation form) (e.g. 31 performance indicators x 4 Highly Effective = 124) and up to 30 points assigned to submitted school in support of the 6 rubric domains(10 documents X 3 points=30 points)}. The principal will be assigned a final composite point total based upon his/her raw score following the attached conversion scale.

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/12205/534284-pMADJ4gk6R/9.7 chart_1.doc

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.	60 Exemplary performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among community and staff and promoting student success.
Effective: Overall performance and results meet standards.	57-59 Effective performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among community and staff and promoting student success.
Developing: Overall performance and results need improvement in order to meet standards.	50-56 Less than effective performance and improvement needed in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among community and staff and promoting student success.
Ineffective: Overall performance and results do not meet standards.	0-49 Unsatisfactory performance in setting a vision for learning, goals, instructional programs, evaluation of programs, creating a safe environment, fostering collaboration among community and staff and promoting student success.

Please provide the locally-negotiated 60 point scoring bands.

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

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

Tenured Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, August 27, 2013

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

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 Thursday, August 29, 2013

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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/12168/534286-Df0w3Xx5v6/11.2 PIP.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appendix G APPEAL PROCESS

Appeals Process

Pursuant To Education Law 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 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 issuance and/or implementation of the principal improvement plan, as required under Education Law section 3012-c.

Procedure for ensuring that appeals of annual professional performance evaluations are handled in a timely and expeditious way:

- (1) The annual evaluation of the principal shall be presented to the Principal.
- (2) Within ten (10) school days of the receipt of a principal's evaluation of ineffective from the lead evaluator, the principal may appeal the evaluation to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c.
- (3) Within ten (10) school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination in writing respecting the appeal.
- (4) The determination of the Superintendent of Schools or his/her designee as to the appeal referred to above, shall not be grievable, arbitrable, or reviewable in any other forum.
- (5) In the event a principal receives a second consecutive evaluation of ineffective, the principal/teacher may appeal such evaluation to a panel consisting of two (2) administrators selected by the SCAA and two (2) members of the central office selected by the Superintendent of Schools. The administrators shall not be from the same building as the appealing principal. This appeal must be submitted in writing to the panel within ten (10) school days of receipt of the evaluation. The review by the panel shall be completed within ten (10) school days of the delivery of the written request for review from the principal. No hearing shall be held and the review shall be based solely upon the evaluation, support papers submitted by the principal/teacher and/or a response to the appeal by the principal's evaluator. The panel may submit written requests for clarification. The responses thereto shall also be limited to written submissions. The panel's decision shall be transmitted to the Superintendent and the Appellant upon completion no later than ten (10) school days after receipt of the appeal. In the event the determination of the panel is unanimous, it shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining agreement.
- (6) In the event the determination of the panel is not unanimous, the effected principal may elect to submit the appeal to a second panel of employees selected in the same manner and composition as exists as to the initial panel except the Superintendent of Schools shall also serve as the fifth member thereof. This submission must occur within five (5) school days of the issuance of the findings of the initial panel. The second panel shall issue its determination within ten (10) school days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the initial panel's determination, supporting papers submitted by the principal and/or a response a response to the appeal by the principal's evaluator. The determination of the second panel shall be final and shall not be grievable, arbitrable or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining agreement.
- (7) An overall performance rating if ineffective on the annual evaluation is the only rating subject to appeal.
- (8) Non-tenured principals shall be permitted to appeal pursuant to this procedure.

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.

Included in the new APPR system is a requirement that all lead evaluators be trained according to the new regulations. The South Country CSD is providing this ongoing training to our central office leaders through our regional BOCES. The training will include all of the state-prescribed components:

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved principal rubrics

5. Application and use of any assessment tools used to evaluate principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate principals
9. Specific considerations in evaluating principals of ELLs and students with disabilities

Lead evaluators and evaluators will be re-certified yearly. Certification as a Lead Evaluator and evaluator ensures inter-rater reliability.

Successful completion of training will result in initial certification for new evaluators and lead evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, June 20, 2013

Updated Thursday, August 29, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/543895-3Uqgn5g9Iu/Joint Certification.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.

0-20 Scale

APPR Point	Greater than or	
	equal to	less than
0		-2.5
1	-2.5	-2.3
2	-2.3	-2.1
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9
18	0.9	1.1
19	1.1	1.3
20	1.3	

0-15 Scale

APPR Point	Greater than or	
	equal to	less than
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9
14	0.9	1.2
15	1.2	

Locally Selected Measures – 20%

District Developed Assessment: See below

LOCAL CONVERSION CHARTS

Percentage to Points Conversion (20) - Local ²							
HE 100-85 20-18		E 84-45 17-9		D 44-30 8-3		I 29-0 2-0	
100-95	20	84-81	17	44-42	8	29-20	2
94-90	19	80-76	16	41-40	7	19-10	1
89-85	18	75-70	15	39-38	6	9-0	0
		69-61	14	37-36	5		
		60-56	13	35-33	4		
		55-51	12	32-30	3		
		50-49	11				
For ALL grades and courses in this category		48-47	10				
		46-45	9				

Locally Selected Measures – 15%

In the event that the State Education Department develops a value added measurement, the parties hereby agree to use the following 15 point conversion charts.

LOCAL CONVERSION CHARTS

Percentage to Points Conversion (15) - Local ²							
HE 100-85 20-18		E 84-45 17-9		D 44-30 7-3		I 29-0 2-0	
100-92	15	84 - 76	13	44-40	7	29-20	2
91-85	14	75 - 69	12	39-35	6	19-10	1
		68 - 63	11	34-33	5	9-0	0
		62 - 57	10	32-31	4		
		56 - 51	9	30	3		
		50 - 45	8				
For ALL grades and courses in this category							

Locally Adopted Assessment- MAP

0-20 Scale

APPR Point	Greater than or equal to	less than
0		-2.5
1	-2.5	-2.3
2	-2.3	-2.1
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9
18	0.9	1.1
19	1.1	1.3
20	1.3	

0-15 Scale

APPR Point	Greater than or equal to	less than
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9
14	0.9	1.2
15	1.2	

Raw Score	Scaled Score (Composite Points Earned)
230-260	60
209-229	59
188-208	58
167-187	57
146-166	56
140-145	55
134-139	54
128-133	53
122-127	52
116-121	51
110-115	50
104-109	49
98-103	48
92-97	47
86-91	46
80-85	45
74-79	44
68-73	43
64-67	42
61-63	41
58-60	40
55-57	39
52-54	38
49-51	37
46-48	36
35-45	35
34	34
33	33
32	32
31	31
30	30
29	29
28	28
27	27
26	26
25	25
24	24
23	23
22	22
21	21
20	20

Raw Score	Scaled Score (Composite Points Earned)
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

A raw score of 0 points will result in 0 composite points

Teacher Improvement Plan

The goal of the Teacher Improvement Plan (TIP) is to provide support through communication, discussion and collaboration in the area(s) of significant concern. The administrator and teacher will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the teacher.

Teacher Improvement Plan Outline

When a Teacher Improvement Plan is indicated, the following guidelines should be followed:

1. The building administrator will identify areas needing improvement as indicated by the evaluation process;
2. The building administrator and the teacher will jointly identify a description of strategies to address the areas needing improvement;
3. The building administrator and the teacher will jointly identify resources (including personnel – i.e. curriculum specialists, department leader, mentor, etc.), available district materials and workshops to help the teacher improve;
4. The building administrator and the teacher will review the time-line for the process and dates for the follow-up evaluations;
5. Additional observations/meetings between the teacher and administrator will take place as needed;
6. The teacher will provide evidence of improvement in the designated areas;
7. Evaluation rubric(s) will reflect changes, if any, in the deficiency areas;
8. The Teacher Improvement Plan and all records of subsequent observations/meetings will be part of the teacher's evaluation record.

Teacher's Responsibility

During the term of this Improvement Plan you must work closely with your department chair, Coordinator, and building administration to prevent and resolve any issues that fail to demonstrate consistent, sustained improvements. You will be required to provide a monthly plan identifying which of the above goals you will work on. At the end of each month, you must provide documentation and explanation of the activities which demonstrate your efforts to meet these goals.

You are responsible to maintain an Improvement Plan Portfolio incorporating the items listed below:

- Complete *Monthly Plan*
- Collect documentation and complete the *Rationale Form*
- Attend monthly meetings with the Supervising Administrator at a mutually agreed upon time
- Invite your Supervising Administrator to informally observe your improvement in the classroom pertaining to selected monthly goals
- Provide Supervising Administrator with copies of all formal observations and include in the portfolio
- Demonstrate improvement in all areas noted prior to the termination of this Improvement Plan
- Submit portfolio by _____(due date)

Monthly Plan

_____	_____
Name	Attendance
_____	_____
Meeting Date	Informal Observation Date

Monthly Goals (as delineated in the Areas in need of improvement section of your Improvement Plan)
These goals should be identified prior to the monthly meeting.

Supporting documents (each supporting document must have a separate *Rationale Form (attached)*)
These documents should be listed and attached prior to the following monthly meeting.

_____	_____
Teacher's Signature	Date
_____	_____
Supervising Administrator's Signature	Date
_____	_____
Principal's Signature	Date

Rationale Form

Name

Corresponding Goal

Corresponding Month

Title of Document

Subject/Grade Level

Class/Lesson

Description of document (i.e. Student work, artifact, lesson plan, behavioral intervention plan, etc.)

Describe how this document demonstrates improvement in the above mentioned goal

Reflection on improvement

Teacher: _____	Building(s): _____	Initial Date: ____/____/20____
Subject/Grade: _____	_____	Follow-up Date: ____/____/20____

Purpose: The goal of a Teacher Improvement Plan is to improve performance and professional growth. It is intended to address elements of the APPR that have been identified and outlined in an evaluation as needing improvement. The TIP will be developed in consultation with the staff member as a next step in the continuum of efforts to assist as a staff member with improving his/her performance.

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT	OBJECTIVE(S) MET
I. Knowledge of Students and Student Learning					
II. Knowledge of Content and Instructional Planning					
III. Instructional Practice					
IV. Learning Environment					
V. Assessment for Student Learning					
VI. Professional Responsibilities and Collaboration					

Locally Selected Measures – 20%

District Developed Assessment 9-12: See below

LOCAL CONVERSION CHARTS

Percentage to Points Conversion (20) - Local ²							
HE 100-85 20-18		E 84-45 17-9		D 44-30 8-3		I 29-0 2-0	
100-95	20	84-81	17	44-42	8	29-20	2
94-90	19	80-76	16	41-40	7	19-10	1
89-85	18	75-70	15	39-38	6	9-0	0
		69-61	14	37-36	5		
		60-56	13	35-33	4		
		55-51	12	32-30	3		
		50-49	11				
For ALL grades and courses in this category		48-47	10				
		46-45	9				

Locally Selected Measures – 15%

In the event that the State Education Department develops a value added measurement for any building principals, for grades 9-12, the parties hereby agree to use conversion chart.

LOCAL CONVERSION CHARTS

Percentage to Points Conversion (15) - Local ²							
HE 100-85 20-18		E 84-45 17-9		D 44-30 7-3		I 29-0 2-0	
100-92	15	84 - 76	13	44-40	7	29-20	2
91-85	14	75 - 69	12	39-35	6	19-10	1
		68 - 63	11	34-33	5	9-0	0
		62 - 57	10	32-31	4		
		56 - 51	9	30	3		
		50 - 45	8				
For ALL grades and courses in this category							

Locally Adopted Assessment- MAP

0-20 Scale

APPR Point	Greater than or equal to	less than
0		-2.5
1	-2.5	-2.3
2	-2.3	-2.1
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9
18	0.9	1.1
19	1.1	1.3
20	1.3	

0-15 Scale

APPR Point	Greater than or equal to	less than
0		-3.0
1	-3.0	-2.7
2	-2.7	-2.4
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9
14	0.9	1.2
15	1.2	

0-20 Scale
Greater than or

APPR Point	equal to	less than
0		-2.5
1	-2.5	-2.3
2	-2.3	-2.1
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9
18	0.9	1.1
19	1.1	1.3
20	1.3	

Raw Score	Scaled Score (Composite Points Earned)
125-154	60
114-124	59
103-113	58
92-102	57
86-91	56
80-85	55
74-79	54
68-73	53
65-67	52
62-64	51
59-61	50
56-58	49
53-55	48
50-52	47
47-49	46
45-46	45
44	44
43	43
42	42
41	41
40	40
39	39
38	38
37	37
36	36
35	35
34	34
33	33
32	32
31	31
30	30
29	29
28	28
27	27
26	26
25	25
24	24
23	23
22	22
21	21
20	20

Raw Score	Scaled Score (Composite Points Earned)
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

A raw score of 0 points will result in 0 composite points

PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

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

II. EXPECTED OUTCOMES

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

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
2. List specific materials, people, workshop to be used to support the PIP
3. Identify the instrument or rubrics used to monitor progress
4. Video or online PD

IV. EVIDENCE OF ACHIEVEMENT

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

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

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

PIP Administrator

Date

Principal

Date

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

PRINCIPAL IMPROVEMENT PLAN

Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____ Date _____
Assistant Supt. Signature _____ Date _____
Superintendent Signature _____ Date _____

PRINCIPAL IMPROVEMENT PLAN - PROGRESS RECORD FORM

	<p align="center">Summary of meeting (Superintendent or Assist Supt)</p>	<p align="center">SIGN-OFF BY BOTH PARTIES</p>
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Meeting #1 Date _____		_____ _____
Meeting #2 Date _____		_____ _____
Meeting #3 Date _____		_____ _____
Meeting #4 Date _____		_____ _____
Meeting #5 Date _____		_____ _____
Meeting #6 Date _____		_____ _____
Meeting #7 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:

Joseph Giani 8/29/13

Teachers Union President Signature: Date:

[Signature] 8/29/13

Administrative Union President Signature: Date:

[Signature] 8/29/13

Board of Education President Signature: Date:

[Signature] 8/29/13