



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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October 15, 2012

Dr. Ken Mitchell, Superintendent  
South Orangetown Central School District  
160 Van Wyck Road  
Blauvelt, NY 10913

Dear Superintendent Mitchell:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Mary Jean Marsico

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Wednesday, September 05, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 500301060000

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

*500301060000*

#### 1.2) School District Name: SOUTH ORANGETOWN CSD

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

*SOUTH ORANGETOWN CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

*(No response)*

#### 1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

## 1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

*Re-submission to address deficiencies*

## 1.7) Is this submission for an annual or multi-year plan?

*If the plan is multi-year, please write the years that are included.*

*Annual (2012-13)*

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

Created Thursday, May 03, 2012

Updated Sunday, October 07, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

2.1) Assurances   Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

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

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

**For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:**

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

**Please note:** If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	We will be assigning points to the HEDI categories based on the median growth percentile data that has been provided to us from
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	the STAR Renaissance Assessment program. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks. See Table 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Range from 86-100% meeting the established growth target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Range from 41-85% meeting the established growth target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Range from 11-40% meeting the established growth target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Range from 0-10% meeting the established growth target

## 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	State-approved 3rd party assessment	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Range from 86-100% meeting the established growth target
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Range from 11-40% meeting the established growth target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Range from 0-10% meeting the established growth target

## 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	End of course Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	End of course 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table 2.11
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Range from 0-10% meeting the established growth target

## 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	End of course Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	End of course Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	End of course 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and
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	benchmarks See Table 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Range from 86-100% meeting the established growth target
Effective (9 - 17 points) Results meet District goals for similar students.	Range from 41-85% meeting the established growth target
Developing (3 - 8 points) Results are below District goals for similar students.	Range from 11-40% meeting the established growth target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Range from 0-10% meeting the established growth target

## 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	End of course Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	Range from 11-40% meeting the established growth target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Range from 0-10% meeting the established growth target

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Range from 0-10% meeting the established growth target

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Range from 0-10% meeting the established growth target

## 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	Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Grade 11 English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	Range from 11-40% meeting the established growth target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Range from 0-10% meeting the established growth target

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art Grade K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
Art Grade 3	State-approved 3rd party assessment	STAR Reading Enterprise
Art Grade 5	School/BOCES-wide/group/team results based on State	NYS Grade 5 ELA assessment
Art Grades 7 and 8	District, Regional or BOCES-developed	SOCS D Grade 7 and 8 Art Assessment
Music Grade K	District, Regional or BOCES-developed	STAR Reading Enterprise
Music Grade 3	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA Assessment
Music Grade 5	School/BOCES-wide/group/team results based on State	NYS Grade 5 ELA Assessment
Music Grades 7 and 8	District, Regional or BOCES-developed	SOCS D Grade 7 and 8 Music Assessment
Physical Education Grade K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
Physical Education Grade 3	District, Regional or BOCES-developed	SOCS D Grade 3 Physical Education Assessment
Physical Education Grade 5	District, Regional or BOCES-developed	SOCS D Grade 5 Physical Education Assessment
Physical Education Grades 7 and 8	District, Regional or BOCES-developed	SOCS D Grade 7 and 8 Physical Education Assessment
Technology Grade 5	District, Regional or BOCES-developed	Grade 5 NYS ELA Assessment
Technology Grades 7 and 8	District, Regional or BOCES-developed	SOCS D Grade 7 and 8 Technology Assessment
Home and Careers Grade 6	District, Regional or BOCES-developed	SOCS D Grade 6 Home and Careers Assessment
Library Media Grade 4 and 5	School/BOCES-wide/group/team results based on State	Grade 5 NYS ELA Assessment
Library Media Grade 7 and 8	District, Regional or BOCES-developed	SOCS D Grade 7 and 8 Library Media Assessment
Speech and Language Grade K	State-approved 3rd party assessment	Star Early Literacy Enterprise
Speech and Language Grade 3	School/BOCES-wide/group/team results based on State	Grade 3 NYS ELA Assessment
Speech and Language Grade 5	School/BOCES-wide/group/team results based on State	Grade 5 NYS ELA Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets,
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specifically the effective target is based on rigorous tests and benchmarks See Table 2.11

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

Range from 86-100% meeting the established growth target

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

Range from 41-85% meeting the established growth target

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

Range from 11-40% meeting the established growth target

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

Range from 0-10% meeting the established growth target

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)

*assets/survey-uploads/5364/124656-avH4IQNZMh/revised FINAL SLO form 210.doc*

## 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/5364/124656-TXEttx9bQW/APPENDIX A - EASO HEDI Bands 15 and 20 points.doc*

## 2.12) Locally Developed Controls

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

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

*The only locally developed adjustment we are considering is setting individual growth targets for some students with disabilities based on standardized growth setting processes recommended by the STAR Renaissance assessment system.*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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, May 22, 2012

Updated Sunday, October 07, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The locally selected measures will be based on student achievement on the State approved 3rd party assessment as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The locally selected measures will be based on student achievement on the State approved 3rd party assessment as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/132178-rhJdBgDruP/APPENDIX A - EASO HEDI Bands 15 and 20 points.doc*

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR REading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the State approved 3rd party assessment as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the State approved 3rd party assessment as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	SOCSD End of course Grade 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	SOCSD End of course Grade 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	SOCSD End of course 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.	The locally selected measures will be based on student achievement on the assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	SOCSD End of course Grade 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	SOCSD End of course Grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	SOCSD End of course 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.	The locally selected measures will be based on student achievement on the assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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Global 1	5) District, regional, or BOCES–developed assessments	SOCSD Grades 9-12 Global 1 End of course assessment
Global 2	3) Teacher specific achievement or growth score computed locally	SOCSD Grades 9-12 Global 2 Regents
American History	3) Teacher specific achievement or growth score computed locally	SOCSD Grades 9-12 American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the Regents exams and assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents

Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the Regents exams. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra 1 Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the Regents exams. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks. See Table at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	SOCSD Grade 9 ELA assesment
Grade 10 ELA	6(ii) School wide measure computed locally	SOCSD Grade 10 ELA assessment
Grade 11 ELA	6(i) School-wide measure based on State-provided measure	English Regents

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

*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	The locally selected measures will be based on student achievement on the Regents exams and assessments identified
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art K	4) State-approved 3rd party	STAR Early Literacy Enterprise
Art Grade 3	4) State-approved 3rd party	STAR Early Literacy Enterprise
Art Grade 5	4) State-approved 3rd party	STAR Reading Enterprise
Art Grades 7 and 8	5) District/regional/BOCES–developed	SOCS D Grade 7 and Grade 8 Art Assessment
Music Grade K	4) State-approved 3rd party	STAR Early Literacy Enterprise
Music Grade 3	4) State-approved 3rd party	STAR Reading Enterprise
Music Grades 7 and 8	5) District/regional/BOCES–developed	SOCS D Grades 7 and 8 Music Assessment
Physical Education K	4) State-approved 3rd party	STAR Early Literacy Enterprise
Physical Education Grade 3	5) District/regional/BOCES–developed	SOCS D Grade 3 Physical Education Assessment
Physical Education Grade 5	5) District/regional/BOCES–developed	SOCS D Grade 5 Physical Education Assessment
Physical Education Grades 7 and 8	5) District/regional/BOCES–developed	SOCS D Grades 7 and 8 Physical Education Assessment
Technology Grade 5	4) State-approved 3rd party	Star Reading Enterprise
Home and Careers Grade 6	5) District/regional/BOCES–developed	SOCS D Grade 6 Home and Careers Assessment
Library Media Grades 4 and 5	4) State-approved 3rd party	STAR Reading Enterprise
Technology 2-3	4) State-approved 3rd party	STAR Math Enterprise

Speech Grades K-1	4) State-approved 3rd party	STAR Early Literacy Enterprise
Speech Grades 2-3	4) State-approved 3rd party	STAR Reading Enterprise
Speech Grades 4-5	4) State-approved 3rd party	STAR Reading Enterprise
Speech Grades 6-8	5) District/regional/BOCES–developed	SOCSD Grade 6, 7 and 8 Speech Assessment
Speech Grades 9-12	5) District/regional/BOCES–developed	SOCSD Grade 9, 10, 11, 12 Speech 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.	The locally selected measures will be based on student achievement on the approved 3rd party vendor assessments and assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks See Table at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Range of 86-100% meeting the target expectation for achievement or growth
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 41-85% meeting the target expectation for achievement or growth
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 11-40% meeting the target expectation for achievement or growth
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range of 0-10% meeting the target expectation for achievement or growth

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)

*assets/survey-uploads/5139/132178-Rp0Ol6pk1T/Revised FINAL Local measure 8 29 2012 review room\_1.doc*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/132178-y92vNseFa4/APPENDIX A - EASO HEDI Bands 15 and 20 points.doc*

### 3.14) Locally Developed Controls

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

*There are no special considerations or adjustments needed for the locally selected measures.*

### 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 of more locally selected measures will have these measures averaged together based on the percentage of students in each of the related courses. The formulas for these calculations will be set up in September after the teachers have their final schedules.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 22, 2012

Updated Wednesday, September 05, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised 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 (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]	32
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*60 Points: As per State requirement, 31 of the 60 points (52%) will be based on the evaluator's broad assessment of teaching practices. There will be at least two classroom observations of each teacher annually with at least one being unannounced. Probationary teachers will have a minimum of three classroom observations during the school year. The evaluator and teacher will make use of the Danielson Framework for Teaching 2011 Revised Rubric approved by the State in evaluating a teacher's work. The Danielson Rubric is clearly linked to the New York State Teaching Standards. Its four domains are also incorporated into the template that will be used annually to guide each teacher through the APPR process. Those domains will be used by both the evaluator and teacher for the purpose of goal setting and the development of relevant inquiry questions.*

*The remaining 29 of the 60 points (48%) will be earned through a process of self-reflection, goal setting, inquiry, the gathering of*

artifacts and other evidence of teacher effectiveness, and an end-of-year summary, to be developed in conjunction with the appropriate evaluator.

The evaluator working with the teacher shall, ultimately, determine the number of points earned by the teacher both according to the Danielson Rubric and according to the teacher's completion of those other steps (goal setting, etc.) It will be incumbent upon the evaluator to keep the teacher well informed as to his/her progress throughout the year and as to the likely numerical outcome. Appendix "C" heretofore sets forth a template and individual plan that will be utilized in determining the 60 points.

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

assets/survey-uploads/5091/131980-eka9yMJ855/APPENDIX C - Teacher Evaluation Rubric.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 NYS Teaching Standards.	A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.
Effective: Overall performance and results meet NYS Teaching Standards.	An "Effective" rating shall receive 95.0% of the total point value for the sub-domain.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A "Developing" rating shall receive 75 % of the total point value for that sub-domain.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	An "Ineffective" rating shall receive no points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	52-57.99
Developing	42-51.99
Ineffective	0-41.99

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, May 22, 2012

Updated Wednesday, September 05, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	58-60
Effective	52-57.99
Developing	42-51.99
Ineffective	0-41.99

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of  
growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

## 6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Friday, September 28, 2012

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

*assets/survey-uploads/5265/131963-Df0w3Xx5v6/Teacher Improvement Plan Form.doc*

#### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

##### *APPEALS PROCESS*

*A. A teacher who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided,*

however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

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

*C. An appeal of the APPR or a TIP must be commenced within ten days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second ten day period for a TIP appeal following the end date of the TIP.*

*D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.*

*E. In the event that a tenured teacher receives a second consecutive INEFFECTIVE APPR evaluation, the teacher will have the option of requesting an appeal panel prior to the superintendent's review of the appeal that will consist of two representatives appointed by the EASO President and two administrators appointed by the superintendent.*

*The panel will review the appeal to determine if there are any outstanding factors that need to be considered by the superintendent when he conducts his review pursuant to paragraph D above.*

*F. (1) Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, Jeffrey Selchick, Margaret Leibowitz, Sheila Cole and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the TIP in a timely and expeditious manner. The documentation to be furnished to the arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal or clearly should have been presented in the appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.*

*(2) In order to take advantage of the procedure outlined in E(1) above, the tenured teacher must consent, following consultation with an Association representative, to the use of an arbitrator from the arbitration panel set forth in paragraph E(1) above, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.*

*(In no way shall this appeals process take more than sixty (60) days.)*

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

*All lead evaluators and evaluators have attended multiple training sessions at Rockland BOCES. In addition, the district has used in-district professional development that addresses evidence-based evaluation.*

*There is no absolute quantification of the hours - they are in the hundreds - as the work is embedded in our practice. It can be said that student learning, examining student work, understanding (but not obsessing over student data), and classroom instruction are at the*

core of every professional development experience in the district.

The work is conducted on an annual basis and throughout each school year, as well as into the summer. Courses are also offered via a Moodle that allows for asynchronous professional development.

The eight component districts in Rockland County are utilizing the services of the Rockland BOCES Network Team to provide training on all aspects of Race to the Top, including the Training of Evaluators and Lead Evaluators. This process included workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. The attached chart indicates specifics of the workshops – dates, times, topics, and hours. In addition to the Network Team, trainings were also provided by consultants from the approved rubric providers.

*1. NYS Teaching Standards and their related elements and performance indicators and Leadership Standards and their related functions*

*Teaching: Common Core and APPR workshops – summer & throughout year – 8/15 – 8/18 (6.5 hrs./day), 8/22 - 8/25 (6.5 hrs./day)*

*Lead Evaluator Training: March 8 (4 hours),*

*2. Evidence-based observation techniques that are grounded in research*

*APPR and Candi McKay workshops (Danielson Rubric) – 8/15 (6.5 hrs.), 8/24 (6.5 hrs.), 10/19 (5 hrs.), 10/20 (3 hrs.), 11/9 (5 hrs.), 1/10 (7 hrs.), 3/7 (7 hrs.); MPPR training 6/14 (8 hrs.), 6/18 (8 hrs.)*

*3. Application and use of the student growth percentile model and the value-added growth model*

*3/8 – Lead Evaluator Training (4 hrs.); 5/9 – APPR Review Room Workshop (2 hrs.), 5/22 – SLO Workshop (4 hrs.)*

*4. Application and use of the State-approved teacher or principal rubrics selected by the district of BOCES for use in evaluations, including training on the effective applications of such rubrics to observe a teacher or principal's practice Teachers: APPR and Candi McKay workshops – Danielson Rubric (summer & throughout year) 8/15, 8/24, 10/19 (5 hrs.), 10/20 (3 hrs.), 11/9 (5 hrs.), 1/10 (7 hrs.), 3/7 (7 hrs.).*

*Principals: Rockland BOCES screencast & toolkit; 8/25 – MPPR (1 hr.); 10/22 – MPPR webinar (1.5 hrs.); 3/8 – Lead Evaluator Training (4 hours); additional rubric-specific workshops scheduled on 6/14 (8 hours) & 6/18 (8 hours)*

*5. Application and use of any assessment tools . . . to evaluate teachers or building principals (portfolios, surveys, professional growth goals, school improvement goals) 10/22 – MPPR webinar (1.5 hrs.), 5/22 – SLO Development & Assessment Workshop (4 hrs.), MPPR Training – 6/14 (8 hrs.) & 6/18 (8 hrs.)*

*6. Application and use of locally selected measures of student achievement used to evaluate teacher/principals 5/9 – APPR Review Room Workshop (2 hrs.), SLO training – 5/22 (4 hrs.)*

*7. Use of Statewide Instructional Reporting System SIRS support provided by the Regional Information Center (RIC)*

*<http://usny.nysed.gov/rttt/teachers-leaders/fieldguidance.pdf>*

*8. Scoring methodology: how scores are generated for each subcomponent and composite score*

*Lead Evaluator Training – 3/8 (4 hrs.), 5/9 APPR Review Room Workshop (2 hrs.), and 5/22 SLO Workshop (4 hrs.)*

*9. Special considerations in evaluating teachers and principals of ELL and SWD*

*Lead Evaluator Training – 3/8 (4 hrs.), 5/22 SLO Workshop (4 hrs.)*

*For the 2012-2013 school year, the Rockland BOCES Network Team will continue to build on the work of this year to ensure inter-rater reliability for evaluators and lead evaluators. This training will include continued on-site workshops for administrators on all nine areas of lead evaluator certification, including calibration training. We will also continue to utilize screen casts and technology to provide districts with tools to turnkey information to their staff.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, June 05, 2012

Updated Wednesday, September 05, 2012

## Page 1

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

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

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

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

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 provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed using the assessment covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. District-determined assessments from the options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

***Please remember that State assessments must be used with SLOs if applicable to the school or program type.***

School or Program Type	SLO with Assessment Option	Name of the Assessment
William O. Schaeffer E.S.	State-approved 3rd party assessment	STAR Early Literacy (G)
Tappan Zee E.S.	State-approved 3rd party assessment	STAR Math (G)

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Principals will be assessed on comparable growth measures using pre- and post-assessment data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Range from 86-100% meeting the established target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Range from 41-85% meeting the established target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Range from 11-40% meeting the established target
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Range from 0-10% meeting the established target

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/5365/139304-lha0DogRNw/APPENDIX E - Local 20% HEDI Conversion.doc*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	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 Thursday, May 03, 2012

Updated Sunday, October 07, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-5	(d) measures used by district for teacher evaluation	Star Reading Enterprise
6-8	(d) measures used by district for teacher evaluation	Star Reading Enterprise and Star Math Enterprise
9-12	(g) % achieving specific level on Regents or alternatives	State Regents: English, U.S. History, and Geometry

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Annual performance targets for student achievement will be set using prior student performance results, within state and local benchmark priorities. Each range of performance targets is associated with a possible score ranging from 0-15 points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the highly effective range if 86-100% of students meet the performance target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the effective range if 41-85% of students meet the performance target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the developing range if 11-40% students meet the performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	A principal will receive a score in the ineffective range if 0-10% of students meet the performance target.

grade/subject.

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

(No response)

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

assets/survey-uploads/5366/124661-qBFVOWF7fC/APPENDIX E SOAA - HEDI 15 and 20.doc

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

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

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

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

*(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*

*(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*

*(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*

*(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*

*(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*

*(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

*(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*

*(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed*

in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

**Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.**

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-1	(d) measures used by district for teacher evaluation	Star Early Literacy Enterprise
2-3	(d) measures used by district for teacher evaluation	Star Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	We will be assigning points to the HEDI categories based on achievement targets. The district will use data provided by STAR Renaissance Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range from 86-100% will meet the established achievement target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range from 41-85% will meet the established achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range from 11-40% will meet the established achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Range from 0-10% will meet the established achievement target.

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/5366/124661-T8MIGWUVm1/APPENDIX E SOAA - HEDI 15 and 20.doc

### 8.3) Locally Developed Controls

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

(No response)

### 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.

*Each targeted assessment will yield a percent of proficiency aligned with the Local HEDI Band Rating Chart (Appendix E). Multiple targets will be averaged for a single percentage to determine the overall value out of 20 points that will be added to the composite score.*

### 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, May 22, 2012

Updated Wednesday, September 05, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	32
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.	28

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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.

### *Annual Evaluation Points & Ratings*

*Principals will provide artifacts that will serve as evidence along with a written reflection for each of the MPPR elements and as delineated in the ISSLC standards.*

*All submitted documents – artifacts and reflections - are to be substantive and comprehensive in support of the associated MPPR elements and shall be determined collaboratively between the building principal and the superintendent, with any differences to be resolved by the superintendent's determination.*

*The MPPR is derived from the six ISLLC standards. Each standard is to be supported by the Knowledge required for the standard, the Dispositions or attitudes manifest by the accomplishment of the standard, and Performances that could be observed by a supervisor. The artifacts and reflections will provide evidence of the knowledge, dispositions, and performances as described by ISSLC.*

*Other processes and tools are described in the attached appendices.*

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

<assets/survey-uploads/5143/131969-pMADJ4gk6R/Appendix A - Admin APPR.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.	Utilizing the MPPR leadership evaluation rubric, the evaluator has determined that the majority of the principal's behaviors and evidence fall into the Highly Effective column in building and sustaining a culture of high student performance and success. This includes but is not limited to the support of teacher leaders, student centered learning, involvement of diverse stakeholders, and productive use of data to inform decision-making. Principals whose performance falls in the highly effective range exceed ISLLC leadership standards consistently in all domains.  A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.
Effective: Overall performance and results meet standards.	Utilizing the MPPR leadership evaluation rubric, the evaluator has determined that the majority of the principal's behaviors and evidence

fall into the Effective column in building and sustaining a culture of high student performance and success. Performance demonstrates a collaborative approach, the use of data to assess achievement, and the advocacy for students and staff. Principals whose performance falls in the effective range meet ISLLC leadership standards in all domains.

An “Effective” rating shall receive 95% of the total point value for the sub-domain.

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

Utilizing the MPPR leadership evaluation rubric, the evaluator has determined that the majority of the principal's behaviors and evidence fall into the Developing column in building and sustaining a culture of high student performance and success.

Performance is inconsistent across all domains with a fragmented approach and narrow focus. Consequently a number of areas for further development can be identified.

A “Developing” rating shall receive 75% of the total point value for that sub-domain.

Ineffective: Overall performance and results do not meet standards.

Utilizing the MPPR leadership evaluation rubric, the evaluator has determined that the majority of the principal's behaviors and evidence fall into the Ineffective column in building and sustaining a culture of high student performance and success with significant areas for improvement identified. Performance is limited and reactionary.

An “Ineffective” rating shall receive no points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	52-57.99
Developing	42-51.99
Ineffective	0-41.99

## 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	3
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, May 22, 2012

Updated Wednesday, September 05, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	58-60
Effective	52-57.99
Developing	42-51.99
Ineffective	0-41.99

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, May 22, 2012

Updated Tuesday, October 02, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/131991-Df0w3Xx5v6/Principal Improvement Plan Form.doc](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *Appeals Process*

*A. A principal who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her APPR rating based upon a paper submission to an appointed designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses an appropriate administrative certification.*

*B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as*

prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within fourteen calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during said fourteen day period that the principal is on vacation. In the case of a PIP appeal, there shall be a second fourteen calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the fight to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during said fourteen day period that the principal is on vacation.

D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal.

E. The Superintendent's administrative designee shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent, so long as the decision is made within the timeframe set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Jeffrey Selchick who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.

(In no way shall this appeals process take more than sixty (60) days.)

2. In order to take advantage of the procedure outlined in F-1 above, the tenured principal must consent to the use of the arbitration panel should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the second tier appeal shall be heard by the Superintendent of Schools.

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

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The District will ensure that all evaluators are trained as lead evaluators and are properly trained and certified to complete an individual's performance review. Evaluator training has been and will continue to be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended NYSED model certification process. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent shall maintain records of such training.

All lead evaluators and evaluators have attended and will continue to attend multiple training sessions at Rockland BOCES. Training will be conducted by the Rockland BOCES Network Team Personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train. Evaluators will be recertified on a periodic

basis as determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

The training will include the following requirements for lead evaluators/evaluators:

- NYS Teaching Standards/ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value-added Growth Model
- Application and use of State-approved teacher or principal rubrics
- Application and use of teacher and principal assessment tools
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional reporting systems
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

During the 2011-12 school year, the SOCSO utilized the services of the Rockland BOCES Network Team to provide training for lead evaluators. This process included half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES center and follow-up sessions occurred in district, as well as through screencasts and other tools produced by the Network Team. In addition to the BOCES Network Team, on site trainings were also provided by other approved consultants.

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.

The lead evaluators will train and certify other evaluators in the district based on the same model.

For the 2012-13 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or 60 days after appointment.

Re-certification and Updated Training- The District will work to ensure that lead evaluators maintain inter-rater reliability over time and are certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements.

## 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

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• Checked

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## 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, May 03, 2012

Updated Wednesday, October 03, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

[assets/survey-uploads/5581/124659-3Uqgn5g9Iu/APPR District Certification Form 10-2-12.pdf](assets/survey-uploads/5581/124659-3Uqgn5g9Iu/APPR%20District%20Certification%20Form%2010-2-12.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.

**Form 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."

	<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
	Reading Teachers Grades k-1	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR Early Literacy Enterprise
	Response to Intervention teachers K-1	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR Early Literacy Enterprise
	Reading Teachers Grades 2-3	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR Reading Enterprise
	Response to Intervention teachers Grades 2-3	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR Reading Enterprise

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

The benchmark for growth will be developed using past assessment data and pre assessment data for the grade and subject. Our assessment program is rigorous and comprehensive, our targets, specifically the effective target is based on rigorous tests and benchmarks		
86-100% meeting the growth target		
41-85% meeting the growth target		
11-40% meeting the growth target		
0-10% meeting the growth target		
<b>Course(s) or Subject(s)</b>	<b>Option</b>	<b>Assessment</b>
Reading Teachers Gr. 4-5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS ELA Grade 5 Assessment
Response to Intervention teachers Gr 4-5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS ELA Grade 5 Assessment

Math Intervention teacher Gr 4-5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS Math Grade 5 Assessment
School Media Specialist: elementary	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS ELA Assessment Grade 5
Course(s) or Subject(s)	<b>Option</b>	Assessment
Grade 7-8 Explore Investigations	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	SOCSD Grade 7 and 8 Investigations

Response to Intervention Grades 6-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS ELA 6,7 and 8 Assessment
Speech and language Grades 6-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input checked="" type="radio"/> School/BOCES-wide/group/team results based on State	NYS ELA 6,7 and 8 Assessment
Spanish Grades 7-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	SOCSD Grades 7 and 8 Spanish Assessments
Course(s) or Subject(s)	<b>Option</b>	Assessment

Italian Grades. 7-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	SOCSD Grade 7 and Grade 8 assessment
French Grades 7-8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	SOCSD Grade 7 and 8 assessment
Explore Chinese Grade 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	SOCSD Grade 8 Chinese Assessment
Course(s) or Subject(s)	<b>Option</b>	Assessment
English 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	SOCSD Grade 12 English Assessment

	<input type="radio"/> School/BOCES-wide/group/team results based on State	
AP English Literature	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	AP English Lit exam
Culture and Literature	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	SOCSD Grades 9-12 Culture and Literature Assessment
Active Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	SOCSD Grades 9-12 Active Science assessment
Course(s) or Subject(s)	<b>Option</b>	Assessment
AP Physics B	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment	AP Physics B Exam

	<ul style="list-style-type: none"> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
Astronomy	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Astronomy assessment
Course(s) or Subject(s)	<b>Option</b>	Assessment
Pre Algebra TZHS	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Pre Algebra assessment
Pre Calculus	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Pre Calculus Assessment
Calculus	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/></li> </ul>	SOCSD Grades 9-12 Calculus Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	<b>Option</b>	<b>Assessment</b>
AP Computer Science	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input checked="" type="checkbox"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	AP Computer Science Exam
Computer Basic/Computer Java	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Computer Basic/Computer Java assessments
AP Calculus BC	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input checked="" type="checkbox"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	AP Calculus BC Exam

Course(s) or Subject(s)	Option	Assessment
Economics	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Economics assessment
Issues in American Society	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Issues in American Society assessment
AP Psychology	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input checked="" type="checkbox"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	AP Psychology Exam
Course(s) or Subject(s)	Option	Assessment
Participation in Government	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> </ul>	SOCSD Grades 9-12 Participation in government assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
AP US History	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input checked="" type="checkbox"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	AP US History exam
Spanish II and III	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Spanish II and Spanish III assessments
Course(s) or Subject(s)	<b>Option</b>	Assessment
Italian II and III	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Italian II and Italian III assessments
French II and III	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-</li> </ul>	SOCSD Grades 9-12 French II and French III assessments

		<p>developed</p> <ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	Chinese I, II, III	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Chinese I, Chinese II and Chinese III assessments
	Health 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Health Assessment
	Library 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Library Assessment
	PE 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-</li> </ul>	SOCSD Grades 9-12 PE Assessment

		<p>developed</p> <ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	Speech 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Speech assessment
	Concert Band	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Concert Band assessment
	Concert Orchestra	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Concert Orchestra assessment
	Concert Choir	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-</li> </ul>	SOCSD Grades 9-12 Concert Choir assessment

		<p>developed</p> <ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	Accounting	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Accounting assessment
	Italian IV	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Italian IV assessment
	Advanced Marketing	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Advanced Marketing assessment
	Principles of Engineering	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-</li> </ul>	SOCSD Grades 9-12 Principles of engineering assessment

		<p>developed</p> <ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	Intro To Engineering	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Introduction to Engineering assessment
	ELL 9-12	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	NYSESLAT assessment
	ELL K-1	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based</li> </ul>	NYSESLAT

	on State	
ELL 2-3	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYSESLAT
EII 4-5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYSESLAT
ELL 6-8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYSESLAT
3 D Design I and II	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	SOCSD Grades 9-12 3 D Design I and 3-D Design II assessments

		<ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	Spanish IV, V	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Spanish IV and Spanish V assessments
	Photography	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Photography assessment
	TV Studio and Production	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 TV Studio and Production assessment
	AP Art History	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input checked="" type="radio"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> </ul>	AP Art History Exam

		<ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	Publishing	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Publishing assessment
	Advanced Drawing	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Advanced Drawing Assessment
	Advanced Painting	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Advanced painting assessment
	Studio Art	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> </ul>	SOCSD Grades 9-12 Studio Art assessment

		<ul style="list-style-type: none"> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	
	AP Biology	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input checked="" type="checkbox"/> State-approved 3rd party assessment</li> <li><input type="radio"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	AP Biology Exam
	Math Analysis	<ul style="list-style-type: none"> <li><input type="radio"/> State Assessment</li> <li><input type="radio"/> State-approved 3rd party assessment</li> <li><input checked="" type="checkbox"/> District, Regional or BOCES-developed</li> <li><input type="radio"/> School/BOCES-wide/group/team results based on State</li> </ul>	SOCSD Grades 9-12 Math Analysis assessment

**APPENDIX A – Local 20% HEDI  
(To shift to 15% upon the State’s introduction of a Value-added growth measure)**

<b>Rating</b>	<b>Percent – Target Met</b>	<b>Overall Value 20 points</b>	<b>Rating</b>	<b>Percent – Target Met</b>	<b>Overall Value 15 points</b>
Highly Effective	96-100	20	Highly Effective	95-100	15
Highly Effective	91-95	19	Highly Effective	90-94	14
Highly Effective	86-90	18	Highly Effective	85-89	13
Effective	81-85	17	Effective	75-84	12
Effective	76-80	16	Effective	65-74	11
Effective	71-75	15	Effective	53-64	10
Effective	66-70	14	Effective	46-52	9
Effective	61-65	13	Developing	41-45	8
Effective	56-60	12	Developing	36-40	7
Effective	51-55	11	Developing	32-35	6
Effective	46-50	10	Developing	28-31	5
Effective	41-45	9	Developing	22-27	4
Developing	36-40	8	Developing	16-20	3
Developing	31-35	7	Ineffective	11-15	2
Developing	26-30	6	Ineffective	6-10	1
Developing	21-25	5	Ineffective	0-5	0
Developing	16-20	4			
Developing	11-15	3			
Ineffective	6-10	2			
Ineffective	1-5	1			
Ineffective	0	0			

## APPENDIX A - Multidimensional Principal Performance Rubric

Domains	Points
<b>Domain 1: Shared Vision of Learning</b>	<b>9</b>
a. Culture	5
b. Sustainability	4
<b>Domain 2: School Culture &amp; Instructional Program</b>	<b>17</b>
a. Culture	3
b. Instructional Program	6
c. Capacity Building	2
d. Sustainability	3
e. Strategic Planning Process	3
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	<b>15</b>
a. Capacity Building	5
b. Culture	4
c. Sustainability	3
d. Instructional Program	3
<b>Domain 4: Community</b>	<b>9</b>
a. Strategic Planning Process: Inquiry	5
b. Culture	2
c. Sustainability	2
<b>Domain 5: Integrity, Fairness, Ethics</b>	<b>6</b>
a. Sustainability	4
b. Culture	2
<b>Domain 6: Political, Social, Economic, Legal &amp; Cultural Context</b>	<b>4</b>
a. Sustainability	2
b. Culture	2
<b>TOTAL POINTS</b>	<b>60</b>

RATING	POINT RANGE
Highly Effective	58-60
Effective	52-57.99
Developing	42-51.99
Ineffective	0-41.99

**APPENDIX C  
TEACHER EVALUATION  
60 POINT RUBRIC**

In addition, the parties have mutually agreed to the following point allocations for the Local 60 Points in the Final Summative Evaluation for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules for the 2012-13 and 2013-14 and 2014-15 school years:

<b>Danielson 2011 Revised Framework for Teaching</b>	
	<b>Total Point Value</b>
<b>1. PLANNING &amp; PREPARATION: 13 Points</b>	
1a: Demonstrating Knowledge of Content and Pedagogy.	3
1b: Demonstrating Knowledge of Students.	2
1c: Setting Instructional Outcomes.	2
1d: Demonstrating Knowledge of Resources.	2
1e: Designing Coherent Instruction.	2
1f: Designing Student Assessments.	2
<b>2. THE CLASSROOM ENVIRONMENT: 14 Points</b>	
2a: Creating an Environment of Respect and Rapport.	4
2b: Establishing A Culture for Learning.	3
2c: Managing Classroom Procedures.	3
2d: Managing Student Behavior.	3
2e: Organizing Physical Space.	1
<b>3. INSTRUCTION: 17 Points</b>	
3a. Communicating with Students.	4
3b. Using Questioning and Discussion Techniques.	3
3c. Engaging Students in Learning.	4
3d. Using Assessment in Instruction.	3
3e. Demonstrating Flexibility & Responsiveness.	3
<b>4. PROFESSIONAL RESPONSIBILITIES: 16 Points</b>	
4a. Reflecting on Teaching.	4
4b. Maintaining Accurate Records.	3
4c. Communicating with Families.	3
4d. Participating in a Professional Community.	2
4e. Growing and Developing Professionally.	2
4f. Showing Professionalism.	2
<b>Total Available Points: 60</b>	

# SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

## TEACHER IMPROVEMENT PLAN (TIP)

(To be completed jointly by the teacher and his/her principal)

Teachers who are identified as “developing” or “ineffective” would receive no later than 10 days from the date they report to work in September a Teacher Improvement Plan (TIP) aimed at supporting that teacher’s professional growth. The plan would have to be mutually agreed upon by the teacher and the principal. It would include identification of areas in need of improvement, a timeline for achieving improvement, how the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher’s improvement in those areas.

Name \_\_\_\_\_ School \_\_\_\_\_

School year plan is based on \_\_\_\_\_ Date of related APPR \_\_\_\_\_

Date of TIP Conference \_\_\_\_\_

### 1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment Responsibilities

Domain 4: Professional Practice

*Additional information:*

2. ACTION PLAN *(Detail steps to be taken and expected outcomes)*

3. DIFFERENTIATED ACTIVITIES *(to support improvement in the areas identified as needing improvement including targeted PD)*

4. EVIDENCE OF ACHIEVEMENT *(How improvement will be assessed)*

5. TIMELINE FOR COMPLETION

Principal’s Comments:

Evaluator’s Comments:

Date outcome plan is to be evaluated by: \_\_\_\_\_

Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Name (print) \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT**

**PRINCIPAL IMPROVEMENT PLAN (PIP)**

(To be completed jointly by the Principal and his/her Evaluator)

Upon rating a principal as **Developing or Ineffective** through an annual professional performance review, the District shall develop and commence implementation of a Principal Improvement Plan (PIP).

Name \_\_\_\_\_ School \_\_\_\_\_

School year plan is based on \_\_\_\_\_ Date of related APPR \_\_\_\_\_

Date of PIP Conference \_\_\_\_\_

**1. AREA(S) NEEDING IMPROVEMENT**

**2. ACTION PLAN** (*Detail steps to be taken and expected outcomes*)

**3. DIFFERENTIATED ACTIVITIES** (*to support improvement in the areas identified as needing improvement including targeted PD*)

**4. EVIDENCE OF ACHIEVEMENT** (*How improvement will be assessed*)

**5. TIMELINE FOR COMPLETION**

**Principal's Comments:**

**Evaluator's Comments:**

**Date outcome plan is to be evaluated by:**

**Principal's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator's Name** \_\_\_\_\_ **Title** \_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**APPENDIX A – Local 20% HEDI  
(To shift to 15% upon the State’s introduction of a Value-added growth measure)**

<b>Rating</b>	<b>Percent – Target Met</b>	<b>Overall Value 20 points</b>	<b>Rating</b>	<b>Percent – Target Met</b>	<b>Overall Value 15 points</b>
Highly Effective	96-100	20	Highly Effective	95-100	15
Highly Effective	91-95	19	Highly Effective	90-94	14
Highly Effective	86-90	18	Highly Effective	85-89	13
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Developing	31-35	7	Ineffective	11-15	2
Developing	26-30	6	Ineffective	6-10	1
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Developing	16-20	4			
Developing	11-15	3			
Ineffective	6-10	2			
Ineffective	1-5	1			
Ineffective	0	0			

**Form 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 an attachment.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Reading teachers K-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise and STAR Early Literacy Enterprise
Response to Intervention K-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise and STAR Early Literacy Enterprise

ESOL K-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise and STAR Early Literacy Enterprise
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Art 7-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 7 and 8 Art Assessment
Math Intervention 2-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	STAR Math Enterprise Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Gifted and Talented 3-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment

Health 7-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 7 and 8 Health Assessment
Technology 6-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 6,7 and 8 Technology Assessment
Music 6-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth</li> </ul>	SOCSD Grade 6,7 and 8 Music Assessment

	<p>score computed locally</p> <ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Art K-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Early Literacy Enterprise and STAR Reading Enterprise
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
AP Art History	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	AP Art History exam (Grades 9-12)

	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
3D -Design I and II	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 3 D Design I and 3 D Design II assessments
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Photography	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> </ul>	SOCSD Grades 9-12 Photography assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Publishing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Publishing assessment
Advanced Painting	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	SOCSD Grades 9-12 Advanced Painting Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Advanced Drawing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Advanced Drawing Assessment
Studio Art	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Studio Art Assessment

Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Advanced Marketing	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Advanced Marketing Assessment
Graphic Arts	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	SOCSD Grades 9-12 Graphic Arts Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
AP English Lit	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li>X 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	AP English Literature exam Grades 9-12
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
English 12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD English 12 Assesment
Culture and Literature	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	SOCSD Grades 9-12 Culture and Literature

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	Assessment
ELL Grades 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 ELL Assessment
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Health 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth</li> </ul>	SOCSD Grades 9-12 Health Assessment

	<p>score computed locally</p> <ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Economics	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Economics Assessment
AP US History/Government	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li>x 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> </ul>	AP US History/ Government exam

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Issues in American Society	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Issues in American Society Assessment
AP Psychology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li>x 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	AP Psychology exam

Participation in Government	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Participation in Government Assessment
Graphic Arts	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Graphic Arts Assessment
Pre Calculus	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth</li> </ul>	SOCSD Grades 9-12 Pre Calculus Assessment

	<p>score computed locally</p> <ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Accounting	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Accounting Assessment
AP Calculus BC	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> </ul>	AP Calculus BC Exam

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Calculus	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Calculus Assessment
Math Analysis	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Math Analysis

<p>Concert Band</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	<p>SOCSD Grades 9-12 Concert Band</p>
<p>Course(s) or Subject(s)</p>	<p style="text-align: center;"><b>Locally-Selected Measure from List of Approved Measures</b></p>	<p>Assessment</p>
<p>Concert Orchestra</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	<p>SOCSD Grades 9-12 Concert Orchestra assessment</p>
<p>Concert Choir</p>	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by</li> </ul>	<p>SOCSD Grades 9-12 Concert Choir Assessment</p>

	<p>NYSED</p> <ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Physical Education Grades 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Physical Education Assessment
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
PE Grades K-1	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	STAR Early Literacy Enterprise

	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
PE Grades 2-3	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 2-3 Physical Education Assessment
PE Grade 4-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> </ul>	SOCSD Grades 4-5 Physical Education Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
PE Grades 6-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 6-8 Physical Education Assessment
AP chemistry	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	AP chemistry exam

Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
AP Physics B	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	AP Physics B exam
Active Science	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Active Science assessment
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
AP Biology	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance</li> </ul>	AP Biology exam

	<ul style="list-style-type: none"> <li>level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li>x 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Spanish 7-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>x 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 7 and Grade 8 Spanish Assessments
Spanish II	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	SOCSD Grades 9-12 Spanish II assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Spanish III	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Spanish III assessment
French 7-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> </ul>	SOCSD Grade 7 and 8 French Assessments

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
French II	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 French II assessment
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
French III	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed</li> </ul>	SOCSD Grades 9-12 French III assessment

	<p>locally</p> <ul style="list-style-type: none"> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Italian 7-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 7 and 8 Italian Assessment
Italian II	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Italian II assessment
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment

Italian III	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Italian III assessment
Chinese explore 8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 8 Chinese Explore assessment
Chinesel/ II/III	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth</li> </ul>	SOCSD Grades 9-12 Chinese I, Chinese II and Chinese III assessments

	<p>score computed locally</p> <ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>X 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Reading Grades 9,10,12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li>x 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 9 English Assessment, Grade 10 English Assessment, Grade 12 English Assessment
Course(s) or Subject(s)	<b>Locally-Selected Measure from List of Approved Measures</b>	Assessment
Speech Grades 9-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> </ul>	SOCSD Grades 9-12 Speech Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Home and Careers Grade 6	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grade 6 Home and Careers Assessment
Investigations Grade 7-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> </ul>	SOCSD Grade 7 and 8 Investigations Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Astronomy	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Astronomy assessment
Music K-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Reading Enterprise
Speech K-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	STAR Reading Enterprise

	<ul style="list-style-type: none"> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Speech 6-8	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 6-8 Speech Assessments
School Library Media Specialists 6-12	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> </ul>	SOCSD Grades 6-12 Library Assessments

	<ul style="list-style-type: none"> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Math Intervention 2-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input checked="" type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	STAR Math Enterprise
ELL K-5	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> </ul>	SOCSD Grades K-5 ELL Assesments

	<ul style="list-style-type: none"> <li>○ 7) Student Learning Objectives</li> </ul>	
Pre Calculus	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Pre Calculus assessment
Introduction to Engineering	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>x 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Introduction to Engineering Assessment
Principles of Engineering	<ul style="list-style-type: none"> <li>○ 1) Change in % of student performance level on State</li> <li>○ 2) Teacher specific growth computed by NYSED</li> </ul>	SOCSD Grades 9-12 Principles of Engineering Assessment

	<ul style="list-style-type: none"> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Comp Basic/Java	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 computer Basic/Java Assessment
Spanish IV/V	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> </ul>	SOCSD Grades 9-12 Spanish IV/V Assessments

	<ul style="list-style-type: none"> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	
Italian IV	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input checked="" type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	SOCSD Grades 9-12 Italian IV 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. Our assessment program is rigorous and comprehensive, our targets specifically the effective target is based on rigorous tests and benchmarks If needed, you may upload a table or graphic at 3.13, below.	Each grade/subject is setting their growth or achievement target based on their past data and
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	their pre assessment data for each course, subject or sub group See Chart at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	86-100%
Effective (9-17) points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85%
Developing (3-8) points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-10%

**APPENDIX A – Local 20% HEDI  
(To shift to 15% upon the State’s introduction of a Value-added growth measure)**

<b>Rating</b>	<b>Percent – Target Met</b>	<b>Overall Value 20 points</b>	<b>Rating</b>	<b>Percent – Target Met</b>	<b>Overall Value 15 points</b>
Highly Effective	96-100	20	Highly Effective	95-100	15
Highly Effective	91-95	19	Highly Effective	90-94	14
Highly Effective	86-90	18	Highly Effective	85-89	13
Effective	81-85	17	Effective	75-84	12
Effective	76-80	16	Effective	65-74	11
Effective	71-75	15	Effective	53-64	10
Effective	66-70	14	Effective	46-52	9
Effective	61-65	13	Developing	41-45	8
Effective	56-60	12	Developing	36-40	7
Effective	51-55	11	Developing	32-35	6
Effective	46-50	10	Developing	28-31	5
Effective	41-45	9	Developing	22-27	4
Developing	36-40	8	Developing	16-20	3
Developing	31-35	7	Ineffective	11-15	2
Developing	26-30	6	Ineffective	6-10	1
Developing	21-25	5	Ineffective	0-5	0
Developing	16-20	4			
Developing	11-15	3			
Ineffective	6-10	2			
Ineffective	1-5	1			
Ineffective	0	0			

**APPENDIX E – Local 20% HEDI**

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

**APPENDIX E – Local 20% HEDI**

**(To shift to 15% upon the State’s introduction of a Value-added growth measure)**

Rating	Percent – Target Met	Overall Value 20 points	Rating	Percent – Target Met	Overall Value 15 points
Highly Effective	96-100	20	Highly Effective	95-100	15
Highly Effective	91-95	19	Highly Effective	90-94	14
Highly Effective	86-90	18	Highly Effective	85-89	13
Effective	81-85	17	Effective	75-84	12
Effective	76-80	16	Effective	65-74	11
Effective	71-75	15	Effective	53-64	10
Effective	66-70	14	Effective	46-52	9
Effective	61-65	13	Developing	41-45	8
Effective	56-60	12	Developing	36-40	7
Effective	51-55	11	Developing	32-35	6
Effective	46-50	10	Developing	28-31	5
Effective	41-45	9	Developing	22-27	4
Developing	36-40	8	Developing	16-20	3
Developing	31-35	7	Ineffective	11-15	2
Developing	26-30	6	Ineffective	6-1	1
Developing	21-25	5	Ineffective	0-5	0
Developing	16-20	4			
Developing	11-15	3			
Ineffective	6-10	2			
Ineffective	1-5	1			
Ineffective	0	0			

**APPENDIX E – Local 20% HEDI**

**(To shift to 15% upon the State’s introduction of a Value-added growth measure)**

Rating	Percent – Target Met	Overall Value 20 points	Rating	Percent – Target Met	Overall Value 15 points
Highly Effective	96-100	20	Highly Effective	95-100	15
Highly Effective	91-95	19	Highly Effective	90-94	14
Highly Effective	86-90	18	Highly Effective	85-89	13
Effective	81-85	17	Effective	75-84	12
Effective	76-80	16	Effective	65-74	11
Effective	71-75	15	Effective	53-64	10
Effective	66-70	14	Effective	46-52	9
Effective	61-65	13	Developing	41-45	8
Effective	56-60	12	Developing	36-40	7
Effective	51-55	11	Developing	32-35	6
Effective	46-50	10	Developing	28-31	5
Effective	41-45	9	Developing	22-27	4
Developing	36-40	8	Developing	16-20	3
Developing	31-35	7	Ineffective	11-15	2
Developing	26-30	6	Ineffective	6-1	1
Developing	21-25	5	Ineffective	0-5	0
Developing	16-20	4			
Developing	11-15	3			
Ineffective	6-10	2			
Ineffective	1-5	1			
Ineffective	0	0			

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

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

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

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

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

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

**Signatures, dates**

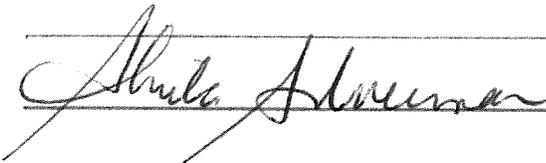
Superintendent Signature: Date: 10/2/12



Teachers Union President Signature: Date: 10/2/12



Administrative Union President Signature: Date: 10/2/12



Board of Education President Signature: Date: 10/2/12

