



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

Commissioner of Education
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October 29, 2012

Dominic Mucci, Superintendent
Springs Union Free School District
48 School St.
East Hampton, NY 11937

Dear Superintendent Mucci:

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: Dean T. Lucera

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 Friday, May 04, 2012

Updated Thursday, October 11, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

580304020000

1.2) School District Name:

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

SPRINGS UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(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 Friday, May 04, 2012

Updated Thursday, October 18, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Springs School Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Springs School Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Springs School Developed Grade 2 ELA Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed and approved literacy ELA Benchmark Assessment for Grades K, 1 and 2 will be used across all classrooms in the same grade level to set growth targets. Data from the baseline pre-assesemnt will be used to set growth targets. The percentages of students meeting the growth target will be converted to a scale score of 0 to 20. The negotiated scale in 2.11. Teachers can achive all pouints from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students will meet the growth targets. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students will meet the growth targets. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students will meet the growth targets. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students will meet the growth targets. See scale at 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Springs School Developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Springs School Developed Grade 1 Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Springs School Developed Grade 2 Mathematics Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	District developed and approved Mathematics Benchmark Assessment for Grades K, 1 and 2 will be used across all classrooms in the same grade level. Data from the baseline pre-assesement will be used to set growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The negotiated scale is shown on 2.11. Teachers can achieve all points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Springs School Developed Grade 6 Science Final Exam (District approved, in consultation with SLO Committee)
7	District, regional or BOCES-developed assessment	Springs School Developed Grade 7 Science Final Exam(District approved, in consultation with SLO Committee)
	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.	The SLOs for Grades 6-7 Science will utilize a district developed and approved final science assessment. The SLO for 8th grade Science will utilize the 8th Grade State Science assessment. The same assessment will be used across all classrooms in the same grade level. Data from the baseline pre-assessment will be used to set growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The negotiated scale is shown on 2.11. Teachers can achieve all points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Springs School Developed Grade 6 Social Studies Final Exam(District approved, in consultation with SLO Committee)
7	District, regional or BOCES-developed assessment	Springs School Developed Grade 7 Social Studies Final Exam (District approved, in consultation with SLO Committee)

8	District, regional or BOCES-developed assessment	Springs School Developed Grade 8 Social Studies Final Exam (District approved, in consultation with SLO Committee)
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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.	The SLOs for Grades 6-8 Social Studies will utilize a district developed and approved final social studies assessment. The same assessment will be used across all classrooms in the same grade level. Data from the baseline pre-assessment will be used to set growth targets. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The negotiated scale is shown on 2.11. Teachers can achieve all points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	Not applicable	N/A

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A

Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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	Not applicable	N/A
Grade 10 ELA	Not applicable	N/A
Grade 11 ELA	Not applicable	N/A

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.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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
Spanish grades K,1, 2, 3, 4, 5, 6, and 7.	District, Regional or BOCES-developed	Springs School Developed Course Specific Kindergarten through 7th grade Spanish Final Examination (District approved, in consultation with SLO Committee)
8th Grade Spanish	District, Regional or BOCES-developed	Springs School Consortium Developed Course Specific 8th Grade Spanish Proficiency Exam
All Art courses	District, Regional or BOCES-developed	Springs School Developed Course Specific Art Portfolio Piece Assessments (District approved, in consultation with SLO Committee)

All Music Courses	District, Regional or BOCES-developed	Springs School Developed Course Specific Music Performance Assessments (District approved, in consultation with SLO Committee)
All Physical Education Courses	District, Regional or BOCES-developed	Springs School Developed Course Specific Physical Education Performance Assessments (District approved, in consultation with SLO Committee)
All Library/ Multi Media Courses	District, Regional or BOCES-developed	Springs School Developed Course Specific Library Final Exam (District approved, in consultation with SLO Committee)
Technology grades 6, 7, and 8.	District, Regional or BOCES-developed	Springs School Developed Course Specific Grades 6, 7, and 8 Technology Final Examination (District approved, in consultation with SLO Committee)
Family and Consumer Science grades 6, 7, and 8.	District, Regional or BOCES-developed	Springs School Developed Course Specific Grades 6, 7, and 8 Consumer Science Final Examination (District approved, in consultation with SLO Committee)
Health grades 7 and 8.	District, Regional or BOCES-developed	Springs School Developed Course Specific Grades 7 and 8 Health Final Examinations (District approved, in consultation with SLO Committee)
Academic Enrichment grades 2, 3, 4, 5, 6, 7, and 8.	District, Regional or BOCES-developed	Springs School Developed Course Specific Grades 2, 3, 4, 5, 6, 7, and 8 Academic Enrichment Project Assessment (District approved, in consultation with SLO Committee)
Band/Chorus grades 4, 5, 6, 7, and 8.	District, Regional or BOCES-developed	Springs School Developed Grades 4,5,6,7,and 8 Course Specific Band/Chorus Performance Assessments (District approved, in consultation with SLO Committee)
ESL K-8	State Assessment	NYSESLAT
All Special Education	District, Regional or BOCES-developed	Springs School Developed Subject Specific Special Education Assessments in conjunction with Individualized Education Plans
Science K-5	District, Regional or BOCES-developed	Springs School Developed Course Specific Grades K,1,2,3, 4 and 5 Final Examinations - District approved, in consultation with SLO Committee (Grade 4 NYSED Science Exam)
AIS 4-8 English Language Arts	State Assessment	NYS ELA Grade Specific Examination
AIS 4-8 Mathematics	State Assessment	NYS Mathematics Grade Specific Examination
ERSS K-3 ELA	District, Regional or BOCES-developed	Springs School Developed Grade Specific ELA assessment
ERSS K-3 Math	District, Regional or BOCES-developed	Springs School Developed Grade Specific Math assessment
Special Education 4-8	State Assessment	NYS ELA/Math Grade Specific Assessments
Speech and OT staff	District, Regional or BOCES-developed	Springs School Developed Course Specific Speech/OT Assessments (District approved, in consultation with SLO Committee)

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

The SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Growth targets will be

2.11, below.	set based on data collected from baseline pre-assessment and compared to the final assessment/final to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher will be rated highly effective if 85% or greater of his/her students meet the growth target. See scale at 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher will be rated effective if 65% to 84% of his/her students meet the growth target. See scale at 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher will be rated developing if 50% to 64% of his/her students meet the growth target. See scale at 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher will be rated ineffective if 0% to 49% of his/her students meet the growth target. See scale at 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124847-TXEttx9bQW/Re-submission Item 2.11 (HEDI for State Assessments)_2.docx

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, May 14, 2012

Updated Thursday, October 18, 2012

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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The median student growth percentile score as reported (STAR Reading Enterprise) will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if their median student growth percentile (SGP) scores range between 61- 99. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if their median student growth percentile (SGP) scores range between 24-60. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if their median student growth percentile (SGP) scores range between 4-23. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if their median student growth percentile (SGP) scores range between 1-3. See scale at 3.3.

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	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the
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subcomponent. If needed, you may upload a table or graphic at 3.3, below.	same grade level. The median student growth percentile score as reported (STAR Math Enterprise) will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if their median student growth percentile (SGP) scores range between 61 to 99. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if their median student growth percentile (SGP) scores range between 24-60. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if their median student growth percentile (SGP) scores range between 4-23. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if their median student growth percentile (SGP) scores range between 1-3. See scale at 3.3.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/129067-rhJdBgDruP/Re-submission Item 3.3 (HEDI for Local Assessments for Value Added)_1.docx

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 Early Literacy 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	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The median student growth percentile score as
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3.13, below.	reported (STAR Early Literacy and Reading Enterprise) will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if their median student growth percentile (SGP) scores range between 61 to 99. See scale 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if their median student growth percentile (SGP) scores range between 24-60. See scale 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if their median student growth percentile (SGP) scores range between 4-23. See scale 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if their median student growth percentile (SGP) scores range between 1-3. See scale 3.13.

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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The median student growth percentile score as reported (STAR Math Enterprise) will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if their median student growth percentile (SGP) scores range between 61 to 99. See scale 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if their median student growth percentile (SGP) scores range between 24-60. See scale 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if their median student growth percentile (SGP) scores range between 4-23. See scale 3.13.

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

A teacher will be rated ineffective if their median student growth percentile (SGP) scores range between 1-3. See scale 3.13.

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	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 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.

State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The median student growth percentile score as reported (STAR Reading Enterprise) will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13.

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

A teacher will be rated highly effective if their median student growth percentile (SGP) scores range between 61 to 99. See scale at 3.13.

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

A teacher will be rated effective if their median student growth percentile (SGP) scores range between 24-60. See scale 3.13.

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

A teacher will be rated developing if their median student growth percentile (SGP) scores range between 4-23. See scale 3.13.

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

A teacher will be rated ineffective if their median student growth percentile (SGP) scores range between 1-3. See scale 3.13.

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	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 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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The median student growth percentile score as reported (STAR Reading Enterprise) will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if their median student growth percentile (SGP) scores range between 61 to 99. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if their median student growth percentile (SGP) scores range between 24-60. See scale 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if their median student growth percentile (SGP) scores range between 4-23. See scale 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if their median student growth percentile (SGP) scores range between 1-3. See scale 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	Not applicable	N/A
Global 2	Not applicable	N/A
American History	Not applicable	N/A

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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	Not applicable	N/A
Earth Science	Not applicable	N/A
Chemistry	Not applicable	N/A
Physics	Not applicable	NA/

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.	N/A
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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	Not applicable	N/A

Geometry	Not applicable	N/A
Algebra 2	Not applicable	N/A

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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	Not applicable	N/A
Grade 10 ELA	Not applicable	N/A
Grade 11 ELA	Not applicable	N/A

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 subcomponent. If needed, you may upload a table or graphic at 3.13, below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other Math Courses	4) State-approved 3rd party	STAR Math Enterprise
All other ELA Courses	4) State-approved 3rd party	STAR Reading Enterprise
All other Science Courses	4) State-approved 3rd party	STAR Reading Enterprise
All other Social Studies Courses	4) State-approved 3rd party	STAR Reading Enterprise
All other Spanish Courses	4) State-approved 3rd party	STAR Reading Enterprise
All Tech Courses	4) State-approved 3rd party	STAR Reading Enterprise
All Art Courses	4) State-approved 3rd party	STAR Reading Enterprise
All Music Courses	4) State-approved 3rd party	STAR Reading Enterprise
All PE and Health Courses	4) State-approved 3rd party	STAR Reading Enterprise
All FACS	4) State-approved 3rd party	STAR Reading Enterprise
All Library and Multimedia	4) State-approved 3rd party	STAR Reading Enterprise
All Reading	4) State-approved 3rd party	STAR Reading Enterprise
All Speech	4) State-approved 3rd party	STAR Reading Enterprise
All ESL	4) State-approved 3rd party	STAR Reading Enterprise
All OT	4) State-approved 3rd party	STAR Reading Enterprise
All Enrichment	4) State-approved 3rd party	STAR Reading Enterprise

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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. The median student growth percentile score as reported (STAR Reading and Math Enterprise) will be converted to a scale score of 0 to 20. The negotiated scale is
---	---

	shown in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher will be rated highly effective if their median student growth percentile (SGP) scores range between 61 to 99. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated effective if their median student growth percentile (SGP) scores range between 24-60. See scale 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated developing if their median student growth percentile (SGP) scores range between 4-23. See scale 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated ineffective if their median student growth percentile (SGP) scores range between 1-3. See scale 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/129067-y92vNseFa4/Re-submission Item 3.13 (HEDI for Local Assessments) 10.1.12.docx

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.

N/A

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.

If educators have more than one local measure of student achievement, the measures will each earn a score from 0-20 points, or 0-15 points (averaged), if value added measures were used in computed SLO, which will be weighted proportionately based on the number of students in each local achievement measure.

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 Thursday, October 25, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
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	25

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.

Sixty points (60% of the total 100 points) will be based on multiple observations and goals setting, reflection and collection of evidence and teacher artifacts utilizing the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition). This process will be on-going throughout the year.

Thirty five (35) of the sixty (60) points will be based on multiple observations and will result in a combined score for Domain 1: Planning and Preparation, Domain 2: The Classroom Environment and Domain 3: Instruction. Using the Danielson-based (Teachscape) evaluation system, teachers will be provided with an overall score for each observation. At least one of the observations (two for non-tenured) will be unannounced.

TENURED TEACHERS

For tenured teachers, each member will be observed 1 time by the principal, or other trained administrator for the purpose of demonstrating professional competency using the clinical observation format. This clinical observation is worth 20 points. Each subcategory within Domains 1-3 will receive a HEDI rating score. At the conclusion of the clinical observation, the evaluator will add the HEDI scores, up to 20 points, for each domain and apply the appropriate rating from the Danielson Conversion Chart. The 20 points shall be allocated to areas of teacher effectiveness, in accordance with the rubric, as follows:

- Domain 1: Planning and Preparation (6 points)
- Domain 2: Classroom Environment (7 points)
- Domain 3: Instruction (7 points)

Using Teachscape software, each component is weighted within the Domains and assigned a 1-4 rating to calculate an overall score for the observation on a 0 to 20 scale.

The HEDI categories for tenured teachers for the clinical announced observation will be as follows:

HE= 18 to 20 points

E= 15 to 17 points

D= 13 to 14 points

I= 0 to 12 points

The unannounced observation for tenured teachers is worth 15 points. Tenured teachers will have 1 unannounced observation. The unannounced observation will last for 10-15 minutes; documentation or pre-work is not required on behalf of the teacher.

Observations will be conducted by the principal, or other trained administrator for the purpose of demonstrating professional competency. Each subcategory within Domains 1-3 will receive a HEDI rating score. At the conclusion of the observation, the evaluator will add the HEDI scores, up to 15 points, for each domain and apply the appropriate rating from the Danielson Conversion Chart. The 15 points shall be allocated to areas of teacher effectiveness, in accordance with the rubric, as follows:

- Domain 1: Planning and Preparation (5 points)
- Domain 2: Classroom Environment (5 points)
- Domain 3: Instruction (5 points)

Using Teachscape software, each component is weighted within the Domains and assigned a 1-4 rating to calculate an overall score for the observation on a 0 to 15 scale.

The HEDI categories for tenured teachers for the unannounced observation will be as follows:

HE= 13 to 15 points

E= 11 to 12 points

D= 9 to 10 points

I= 0 to 8 points

NON-TENURED TEACHERS

For non-tenured teachers, each member will be observed 2 times by the principal, or other trained administrators for the purpose of demonstrating professional competency using the clinical observation format. The two clinical observations are worth 10 points each and will be added together to provide one composite score.

Each subcategory within Domains 1-3 will receive a HEDI rating score. At the conclusion of the two clinical observations, the evaluator will add the HEDI scores for one composite score up to 20. Points for each observation will be allocated as follows:

- Domain 1: Planning and Preparation (3 points)
- Domain 2: Classroom Environment (3.5 points)
- Domain 3: Instruction (3.5 points)

Using Teachscape software, each component is weighted within the Domains and assigned a 1-4 rating to calculate an overall score for the observation on a 0 to 20 scale.

The HEDI categories for non-tenured teachers for clinical announced observations will be as follows:

HE= 18 to 20 points

E= 15 to 17 points

D= 13 to 14 points

I= 0 to 12 points

Unannounced observations for non-tenured teachers are worth a total of 15 points combined. For non-tenured teachers, unannounced observations will occur 2 times each year. Each will last for 10-15 minutes; documentation or pre-work is not required on behalf of the teacher. An evaluation form will be generated by the administrator and shared with the teacher. If a teacher's final rating is rated as ineffective or developing, the administrator will follow up with the teacher to discuss improvements for next time. At the conclusion of the two unannounced observations, the evaluator will add the HEDI scores for one composite score. Points for each observation

will be allocated as follows:

- Domain 1: Planning and Preparation (2.5 points)
- Domain 2: Classroom Environment (2.5 points)
- Domain 3: Instruction (2.5 points)

Using Teachscape software, each component is weighted within the Domains and assigned a 1-4 rating to calculate an overall score for the observation on a 0 to 15 scale.

The HEDI categories for non-tenured teachers for the unannounced observations (combined) will be as follows:

HE= 13 to 15 points

E= 11 to 12 points

D= 9 to 10 points

I= 0 to 8 points

In each announced and unannounced observation, an evaluation form will be generated by the administrator and shared with the teacher. If a teacher's final rating is rated as ineffective or developing, the administrator will follow up with the teacher to discuss improvements for next time.

Twenty five (25) of the sixty (60) points will be based on setting measurable and feasible goals in the beginning of the year, structured review of student portfolios, teacher lesson plans and other teacher artifacts. The 25 points shall be allocated to areas of teacher effectiveness, in accordance with the rubric, as follows:

• Domain 1: Planning and Preparation (6 points)

• Domain 2: Classroom Environment (6 points)

• Domain 3: Instruction (6 points)

• Domain 4: Professional Responsibilities (7 points)

Other evidence will be collected through participation in faculty meetings, grade conferences, professional development sessions, and other efforts undertaken by the teacher to improve practice that can be added as part of each domain. Using Teachscape software, each component is weighted within the Domains and assigned a 1-4 rating to calculate an overall score for the teacher artifacts on a 0 to 25 scale.

Teachers will have points assigned for the other measures of effectiveness by combining the amount they receive from the possible 35 points from observations and the remainder from what they receive from the 25 possible points from the goals/teacher artifacts/evidence. This will then provide one composite score that will result in a HEDI rating as follows:

HE= 53 to 60 points

E= 45 to 52 points

D= 36 to 44 points

I= 0 to 35 points

*As soon as a supervisor has concerns about a teacher consistently performing below the effective range in any of the domains, direct feedback will be given. The assignment of points and determination of HEDI ratings will then be based on the 60 point scoring band table below.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Based on the Springs School goals and priorities, the teacher exceeds the level of performance expected as assessed by Danielson (2011). Teachers will be rated highly effective if they score between 53 to 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the Springs School goals and priorities, the teacher meets the level of performance expected as assessed by Danielson (2011).

	Teachers will be rated effective if they score between 45 to 52 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the Springs School goals and priorities, the teacher needs improvement in order to meet the level of performance expected as assessed by Danielson (2011). Teachers will be rated developing if they score between 36 to 44 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the Springs School goals and priorities, the teacher does not meet the level of performance expected as assessed by Danielson (2011). Teachers will be rated ineffective if they score between 0 to 35 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	53-60 points
Effective	45-52 points
Developing	36- 44 points
Ineffective	0-35 points

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

-
- Both
-

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?

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Tuesday, May 22, 2012

Updated Tuesday, October 16, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES-adopted expectations for 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	53-60
Effective	45-52
Developing	36-44
Ineffective	0-35

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Tuesday, October 16, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132303-Df0w3Xx5v6/Teacher Improvement Plan \(TIP\).doc](assets/survey-uploads/5265/132303-Df0w3Xx5v6/Teacher Improvement Plan (TIP).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:

All tenured employees who meet the criteria identified below may utilize this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated. A further appeal may be filed only if it is based upon ground(s) that were not known or could not have been known by the teacher at the time the appeal was initiated.

Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the District's issuance and/or implementation of the terms set forth in a teacher improvement plan. Rights provided to probationary teachers who are denied tenure or terminated will continue in accordance with current NYS Educational Law.

1. Within ten (10) business days of the receipt of a teacher's annual evaluation, the teacher has the following two options:

A. The teacher may request a conference with the authoring administrator to be held within five (5) business days of the request. The teacher shall upon request be entitled to have an Association representative present. The conference shall be an informal meeting wherein the authoring administrator and the teacher discuss the evaluation and the areas of dispute.

If the teacher is not satisfied with the outcome, he/she may proceed pursuant to Subsection B hereof. The request pursuant to Subsection B must be made within ten (10) business days of the conclusion of the conference.

B. A teacher who receives a rating other than "highly effective" or "effective" may request, in writing, review by the Superintendent or his/her designee.

2. The request for review referred to in Section 1B, above, shall articulate in detail the basis of the appeal to the Superintendent or his/her designee. Failure to identify a specific point of appeal in the document submitted shall be deemed a waiver of that claim. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

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

3. Within fifteen (15) business days of receipt of the written appeal, the Superintendent or his/her designee shall render a decision, in writing, respecting the appeal. If the teacher is dissatisfied with the Superintendent's decision regarding the appeal, the teacher may elect review of the appeal by a certified, external administrator. The request for review must be made in writing by the teacher within ten (10) business days of receipt of the Superintendent's decision.

4. The district shall maintain a list of at least four external administrators who are willing to be available to the district to conduct reviews. The appointment of administrators to the list shall be at the sole discretion of the District, with input from the Association. Reviews will be assigned to listed administrators in rotating order. That is, after a review is conducted by one administrator, the next review will be assigned to the next administrator on the list, if available, so that the first administrator will not be assigned a second review until the list has been exhausted. The cost of review by the external administrator, if any, will be borne by the District.

The external administrator may recommend a modification of the TIP, or a modification of the rating, along with his/her rationale for the same. This review should be completed and transmitted to the superintendent and the appellant within twenty (20) business days of receipt of the written request for review by the teacher. The recommendation rendered by the administrator is advisory in nature and non-binding. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, and supporting papers submitted by the teacher.

5. The Superintendent shall consider the written recommendation of the external administrator and shall issue a final written decision within ten (10) days thereof. The determination of the Superintendent of Schools, or his/her designee, shall be final and binding, and shall not be grievable, arbitrable, nor reviewable in any forum, except that the failure to abide by the above-defined process shall be subject to the grievance procedure.

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.

The District will ensure that all Lead Evaluators/Evaluators and External Administrators are properly trained and certified to complete performance reviews, and that no performance reviews are conducted by any individuals who have not been properly trained and certified. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("SED") model certification process.

The Superintendent will certify Lead Evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Eastern Suffolk BOCES. Training will be conducted by Eastern Suffolk BOCES Network Team personnel and/or other personnel who have participated in the SED evaluator training for Network Teams and/or personnel authorized to train on behalf of the evaluation rubrics adopted by the District. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with SED 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 periodic calibration sessions across evaluators.

This training will include the following requirements for Lead Evaluators/Evaluators:

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

Lead Evaluator

The Superintendent and principal will be trained and certified as Lead Evaluators to ensure reliability, i.e., consistency, and validity of performance reviews.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2012-2013 school year all evaluators shall be appropriately trained and certified by November 1, 2012 and on-going training will continue to be provided for the duration of the 2012-2013 school year. For subsequent school years, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

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

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 Monday, May 14, 2012

Updated Thursday, October 11, 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):

PK-8
(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
N/A		N/A

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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

Not Applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, May 22, 2012

Updated Thursday, October 18, 2012

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
Kindergarten - Grade 8 ELA	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
Kindergarten - Grade 8 Math	(d) measures used by district for teacher evaluation	STAR Mathematics 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.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade levels. The median student growth percentile score as reported (STAR Reading Enterprise) will be converted to a scale score of 0 to 15. The negotiated scale is shown in 8.1 Principal can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated highly effective if the overall student growth percentile (SGP) composite scores for the students population range between 61-99. See scale at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated effective if the overall student growth percentile (SGP) composite scores for the students population range between 24-60. See scale at 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be rated developing if the overall student growth percentile (SGP) composite scores for the students population range between 4-23. See scale at 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The principal will be rated ineffective if the overall student growth percentile (SGP) composite scores for the students

grade/subject.

population range between 1-3. See scale at 8.1.

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

(No response)

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

assets/survey-uploads/5366/132305-qBFVOWF7fC/Re-submission Item 8.1 (Principal HEDI for Local Assessments)_3.docx

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

In the table below, list all of the grade configurations 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
N/A		N/A

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Not Applicable

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.

N/A

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 Tuesday, October 16, 2012

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]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	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	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is 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.

The district will use the Multidimensional Principal Performance Rubric and will weight the six domains as follows: Domain 1-Shared Vision of Learning 8 Points; Domain 2-School Culture and Instructional Program 16 Points; Domain 3- Safe, efficient, Effective Learning Environment 15 Points; Domain 4- Community 9 Points; Domain 5- Integrity, Fairness, Ethics 7 Points; Domain 6- Political, Social, Economic, Legal and Cultural Context 5 Points.

At the beginning of each year, the principal and the superintendent will determine what artifacts are appropriate evidence to supplement the onsite visits of the principal. The points will be assessed in the aggregate for each domain rather than reflect each specific element within the domains. Specifically the evaluator will review all available data and evidence as they reflect the elements in each of the six domains. A principal's overall performance can be rated at any score point from 0 to 60. See attachment, Item 9.7,

The principal will be assigned points from each domain. The points will be added together to create one composite score. The final composite score will determine the principal's HEDI rating.

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

assets/survey-uploads/5143/132308-pMADJ4gk6R/Re-submission Item Number 9.7 (HEDI for 60 Points of Principal Effectiveness)_1.docx

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

Highly Effective: Overall performance and results exceed standards.	A highly effective rating is achieved by demonstrating exemplary performance in the following areas: establishing learning goals in collaboration with the staff; implementing the instructional program; recruiting, training, supervising and evaluating staff; creating a safe environment that is conducive to learning, fostering positive collaboration between staff members, and responding to the concerns of the community. The overall composite score will range from 53 to 60.
Effective: Overall performance and results meet standards.	An effective rating is achieved by demonstrating strong performance in establishing learning goals in collaboration with the staff; implementing the instructional program; recruiting, training, supervising and evaluating staff; creating a safe environment that is conducive to learning, fostering positive collaboration between staff members, and responding to the concerns of the community. The overall composite score for a rating of effective will range from 45 to 52 points.

Developing: Overall performance and results need improvement in order to meet standards.	A rating of developing is achieved by demonstrating a need for improvement in performance in establishing learning goals in collaboration with the staff; implementing the instructional program; recruiting, training, supervising and evaluating staff; creating a safe environment that is conducive to learning, fostering positive collaboration between staff members, and responding to the concerns of the community. The overall composite score for a rating of effective will range from 36 to 44 points.
Ineffective: Overall performance and results do not meet standards.	An ineffective rating is achieved by poor performance in establishing learning goals in collaboration with the staff; implementing the instructional program; recruiting, training, supervising and evaluating staff; creating a safe environment that is conducive to learning, fostering positive collaboration between staff members, and responding to the concerns of the community. The overall composite score for a rating of effective will range from 0 to 35 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	53 to 60
Effective	45 to 52
Developing	36 to 44
Ineffective	0 to 35

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, June 12, 2012

Updated Tuesday, October 16, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	53-60 points
Effective	45-52 points
Developing	36-44 points
Ineffective	0-35 points

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, June 12, 2012

Updated Thursday, October 11, 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/5276/141997-Df0w3Xx5v6/Item 11.2, Principal Improvement Plan (PIP) 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:

PRINCIPAL APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS

Appeals of annual professional performance reviews are limited to those that rate a principal as Ineffective or Developing only.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures are limited to the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;*

- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (4) the school district's issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

TIME FRAME FOR FILING APPEAL

All appeals must be submitted in writing to the superintendent (which term is hereinafter understood to mean the superintendent or superintendent's designee) no later than 10 work days of the date when the principal receives his or her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, the appeal must be filed within 10 work days of issuance of such plan. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

TIME FRAME FOR DISTRICT RESPONSE

Within 15 work days of receipt of an appeal, the superintendent will respond in writing to the specific points raised by the appellant, and, within the following five work days, convene a committee consisting of one superintendent and one principal of a school with the same grades as, or grades that overlap the grades of Springs School. The appellant will receive a copy of the superintendent's response, and will have the opportunity to request the inclusion of a particular principal on the committee. No unreasonable request will be denied.

The committee will meet to review and discuss the written record of the appeal. A decision shall be rendered by the committee using all artifacts submitted by both the appellant and the superintendent. If the two member committee is unable to agree on the disposition of the appeal, another individual possessing a valid NYS district-level administrator certificate, mutually agreed to by both the superintendent and principal, will be called upon to make the final decision.

DECISION

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

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer/committee may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or cause to be initiated a re-do of the evaluation, if procedures have been violated. A copy of the decision shall be provided to the principal and the superintendent.

SECOND YEAR APPEALS – Shall follow the same process above but with a different committee members and/or independent reviewers in the event of a stalemate at the committee level.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance reviews and/or improvement plans. Decisions on appeal shall be final and not further appealable, except as otherwise authorized by law.

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.

This district has three administrators who will be involved in APPR administration: the superintendent, the principal and the assistant principal. Each of these administrators has either already received or will receive by September 30, 2012, training in the nine training requirements specified in Commissioner's regulations (30-2.9):

1. NYS Teaching Standards and the ISLLC, 2008 Leadership Standards
2. Evidence-based observation techniques
3. Application and use of the student growth and value-added growth model
4. Application and use of State-approved teacher/principal rubrics
5. Application and use of any assessment tools you intend to use (e.g. portfolios, surveys, goals)
6. Application and use of any State-approved locally developed measures of student achievement you intend to use
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology used by the department and/or your district
9. Specific considerations in evaluating teachers and principals of English language

Specifically with respect to the Principal APPR, all administrators involved in the review of an appeal will have received training in the aforementioned, nine training requirements specified in Commissioner's regulations (30-2.9). Additionally, at least one of the two member committee and the final independent reviewer, if utilized, will have received training in the Multidimensional Principal Performance Rubric.

Specific training sessions attended by the Springs administrators, or to be attended by September 30, 2012, include:

- Leadership for Educational Achievement Foundation (LEAF) Webinar, *Serving Students with Disabilities: What Superintendents and Principals Need to Know* – 1.5 hours
- LEAF Interstate School Leaders Licensure Consortium (ISLLC) Standards and use of rubric – two days
- LEAF Webinar – follow-up to Learner Centered Initiatives (LCI) workshop – 1.5 hours
- "Bringing the Common Core Learning Standards (CCLS) to Life" - ½ day
- CCSS - Shifts in Instruction - ELA - ½ day
- CCSS - Shifts in Instruction - Math - ½ day
- School Based Inquiry/Data Driven Instruction - ½ day
- Teacher Evaluation – 2 hours
- Introduction to the use of the student growth percentile model and the value-added model -- 2 hours

APPR training provided by Eastern Suffolk BOCES, including webinars in:

- School Based Inquiry Teams – 2 hours
- Data Driven Instruction – 2 hours
- Teacher Evaluation and APPR Framework – 3 days
- Using Formative Assessments aligned to the Common Core and State Standards – 1 day
- Application and use of the Multidimensional Principal Performance Rubric -- 1 day
- Application and use of NYSTART, BARS, SIRS – one day
- BOCES Workshop – SLOs – rules and regulations and samples - ½ day
- BOCES Workshop – SLOs – connecting them to classroom observations- ½ day
- BOCES Workshop – SLOs – developing teacher and principal SLOs – two days
- Webinar – Implementation Planning for the Common core Assessments – 1 hour
- Webinars (when available)- Specific considerations in evaluating teachers, principals of ELL and SWD

To ensure inter-rater reliability, the Springs administrative team will attend training sessions provided by Eastern Suffolk BOCES prior to September 30, 2012, and periodically thereafter, jointly review videos of sample classroom lessons, independently rate teacher performance, and discuss/resolve any discrepancies in performance ratings that arise.

The District will work with Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, May 22, 2012

Updated Thursday, October 25, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/132310-3Uqgn5g9Iu/District Certification Form APPR Form 10-25-12 \(2\).pdf](assets/survey-uploads/5581/132310-3Uqgn5g9Iu/District%20Certification%20Form%20APPR%20Form%2010-25-12%20(2).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.

2.11

**APPR Growth Measures for Student Learning Objectives
(20 Points)**

Point Scale Conversion

Points Conversion (20)							
HE		E		D		I	
Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point
100-96	20	84-82	17	64-63	8	49-36	2
95-91	19	81-80	16	62-60	7	35-21	1
90-85	18	79-78	15	59-57	6	20-0	0
		77-76	14	56-54	5		
		75-74	13	53-52	4		
		73-72	12	51-50	3		
		71-70	11				
		69-68	10				
		67-65	9				

**APPR Growth Measures for Student Learning Objectives
(25 Points- Value Added)**

Point Scale Conversion

Points Conversion (25 Value Added)							
HE		E		D		I	
Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point
100-99	25	84-82	17	64-63	8	49-36	2
98-97	24	81-80	16	62-60	7	35-21	1
96-95	23	79-78	15	59-57	6	20-0	0
94-93	22	77-76	14	56-54	5		
92-91	21	75-74	13	53-52	4		
90-89	20	73-72	12	51-50	3		
88-86	19	71-70	11				
85	18	69-68	10				
		67-65	9				

3.3

**APPR Growth Measures for Local Assessments and Student Learning Objectives
(15 Points for Approved Value Added)
Point Scale Conversion**

Points Conversion (15) - Growth on Local Assessments							
HE		E		D		I	
Median Student Growth Percentile	Scale Point	Median Student Growth Percentile	Scale Point	Median Student Growth Percentile	Scale Point	Median Student Growth Percentile	Scale Point
99-80	15	60-54	13	23-20	7	3	2
79-61	14	53-48	12	19-16	6	2	1
		47-42	11	15-12	5	1	0
		41-36	10	11-8	4		
		35-30	9	7-4	3		
		29-24	8				

3.13

**APPR Growth Measures for Local Assessments and Student Learning Objectives
(20 Points)
Point Scale Conversion**

Points Conversion (20) - Local Assessments							
HE		E		D		I	
Median Student Growth Percentile	Scale Point	Median Student Growth Percentile	Scale Point	Median Student Growth Percentile	Scale Point	Median Student Growth Percentile	Scale Point
99-88	20	60-53	17	23-22	8	3	2
87-71	19	52-47	16	21-18	7	2	1
70-61	18	46-41	15	17-14	6	1	0
		40-37	14	13-10	5		
		36-33	13	9-6	4		
		32-30	12	5-4	3		
		29-28	11				
		27-26	10				
		25-24	9				

SPRINGS UNION FREE SCHOOL DISTRICT TEACHER IMPROVEMENT PLAN

Teacher:	School(s): Springs	Date:
Subject/Grade: Special Education	Follow-up Date:	
Position: <input type="checkbox"/> Probationary <input type="checkbox"/> Tenured <input type="checkbox"/> Annual Appointment		

At the discretion of the building principal, an Improvement Plan may be implemented. Identify the Domain(s) being addressed below.

- | | |
|--|--|
| <input type="checkbox"/> Domain 1: Planning and Preparation | <input type="checkbox"/> Domain 3: Instruction |
| <input type="checkbox"/> Domain 2: The Classroom Environment | <input type="checkbox"/> Domain 4: Professional Responsibilities |

Goal(s):

Strategies/Support/Timetable:	Persons/Resources Needed:	Documentation:	Evidence

Signature of Evaluator: _____

Date: _____

Signature of Teacher: _____

Date: _____

FOLLOW-UP EVALUATION FORMS:

Date

Areas of Improvement	Date(s)	Evidence	Satisfactory Progress	
			Yes	No

Teacher's Comments:

Administrator's Comments and Next Steps:

I have read this report and understand that a copy will be placed in my official personnel file.

Teacher's Signature

Date

Administrator's Signature

Date

PC: File

8.1

**Principal APPR Growth Measures for Local Assessments and Student Learning Objectives
(20 Points)**

Point Scale Conversion

Points Conversion (20) - Local Assessments							
HE		E		D		I	
Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point
99-88	20	60-53	17	23-22	8	3	2
87-71	19	52-47	16	21-18	7	2	1
70-61	18	46-41	15	17-14	6	1	0
		40-37	14	13-10	5		
		36-33	13	9-6	4		
		32-30	12	5-4	3		
		29-28	11				
		27-26	10				
		25-24	9				

**Principal APPR Growth Measures for Local Assessments and Student Learning Objectives
(15 Points Value Added)**

Point Scale Conversion

Points Conversion (15) - Growth on Local Assessments							
HE		E		D		I	
Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point	Growth Percentile	Scale Point
99-80	15	60-54	13	23-20	7	3	2
79-61	14	53-48	12	19-16	6	2	1
		47-42	11	15-12	5	1	0
		41-36	10	11-8	4		
		35-30	9	7-4	3		
		29-24	8				

9.7

**Springs School
HEDI for Principal Effectiveness
(60 Points)**

Rating	Range	Standard
Highly Effective	53-60 points	Overall performance exceeds standards
Effective	45-52 points	Overall performance meets standards
Developing	36-44 points	Overall performances needs improvement
Ineffective	0-35 points	Overall performance does not meet standards

Springs School
Principal Improvement Plan*

Goals to improve principal performance

This form is to be used when a principal receives a developing or ineffective rating on the year end evaluation.

Principal _____

Date _____

1. What does the principal need to change?

1.

2. What evidence will demonstrate that the principal has changed?

1.

3. What is the time frame in which the change must occur?

1.
2.

4. Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

1.

5. What, directives, recommendations, requirements, and/or suggestions have been given to the principal?

1.

6. What resources, guidance, follow-up will be provided for the principal?

1.

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.

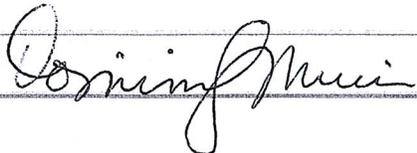
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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:

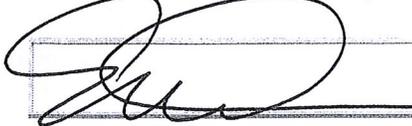
 10/25/12

Teachers Union President Signature: Date: 10/17/12



 10/17/12

Administrative Union President Signature: Date:

 10.16.12

Board of Education President Signature: Date:

 10-25-12