



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 20, 2012

Chris Dyer, Superintendent
Tuckahoe Common School District
468 Magee Street
Southampton, NY 11968

Dear Superintendent Dyer:

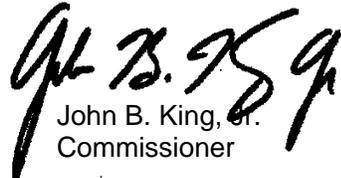
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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, Sr.
Commissioner

c: Dean Lucera

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Tuesday, September 18, 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 : 580913080000

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

580913080000

1.2) School District Name: TUCKAHOE COMN SD

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

TUCKAHOE COMN SD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Tuesday, September 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	District Developed K Level ELA
1	District, regional, or BOCES-developed assessment	District Developed 1 grade ELA
2	District, regional, or BOCES-developed assessment	District Developed 2 grade ELA

	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	Highly Effective (18 - 20 points) Results are well-above District goals for similar students. Based on the District's goals and
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

priorities, a large majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Effective (9 - 17 points) Results meet District goals for similar students. Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Developing (3 - 8 points) Results are below District goals for similar students. Based on the District's goals and priorities, some of the students meet district target goals in the specified area (i.e. art, music,

library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Ineffective (0 - 2 points) Results are well-below District goals for similar students. Based on the District's goals and priorities, few students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Growth

Percentage Points

100-97 20

96-94 19

93-91 18

90-88 17

87-85 16

84-82 15

81-79 14

78-76 13

75-73 12

72-70 11

69-67 10

66-64 9

63-57 8

56-50 7

49-43 6

42-36 5

35-29 4

28-22 3

21-14 2

13-1 1

0 0

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 91%.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 65%.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 25%.

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

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 0%.

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	District Developed K Level math
1	District, regional, or BOCES-developed assessment	District Developed 1 grade math
2	District, regional, or BOCES-developed assessment	District Developed 2 grade math

	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.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. Based on the District's goals and priorities, a large majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Effective (9 - 17 points) Results meet District goals for similar students. Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Developing (3 - 8 points) Results are below District goals for similar students. Based on the District's goals and priorities, some of the students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Ineffective (0 - 2 points) Results are well-below District goals for similar students. Based on the District's goals and priorities, few students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Growth
Percentage Points
 100-97 20
 96-94 19
 93-91 18

90-88 17
 87-85 16
 84-82 15
 81-79 14
 78-76 13
 75-73 12
 72-70 11
 69-67 10
 66-64 9
 63-57 8
 56-50 7
 49-43 6
 42-36 5
 35-29 4
 28-22 3
 21-14 2
 13-1 1
 0 0

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 91%.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 65%.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 25%.

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

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 0%.

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	District Developed 6 grade science
7	District, regional or BOCES-developed assessment	District Developed 7 grade science

	Science	Assessment
8	Not applicable	Not applicable

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.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. Based on the District's goals and priorities, a large majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in

each area.

Effective (9 - 17 points) Results meet District goals for similar students. Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Developing (3 - 8 points) Results are below District goals for similar students. Based on the District's goals and priorities, some of the students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Ineffective (0 - 2 points) Results are well-below District goals for similar students. Based on the District's goals and priorities, few students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Growth

Percentage Points

100-97 20

96-94 19

93-91 18

90-88 17

87-85 16

84-82 15

81-79 14

78-76 13

75-73 12

72-70 11

69-67 10

66-64 9

63-57 8

56-50 7

49-43 6

42-36 5

35-29 4

28-22 3

21-14 2

13-1 1

0 0

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 91%.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 65%.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 25%.

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

Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 0%.

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	District Developed 6 grade social studies
7	District, regional or BOCES-developed assessment	District Developed 7 grade social studies
8	District, regional or BOCES-developed assessment	District Developed 8 grade social studies

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.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. Based on the District's goals and priorities, a large majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Effective (9 - 17 points) Results meet District goals for similar students. Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Developing (3 - 8 points) Results are below District goals for similar students. Based on the District's goals and priorities, some of the students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Ineffective (0 - 2 points) Results are well-below District goals for similar students. Based on the District's goals and priorities, few students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Growth

Percentage Points

100-97 20

96-94 19

93-91 18

90-88 17

87-85 16

84-82 15

81-79 14

78-76 13

75-73 12

72-70 11

69-67 10

66-64 9

63-57 8

56-50 7

49-43 6

42-36 5
 35-29 4
 28-22 3
 21-14 2
 13-1 1
 0 0

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 91%.
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 65%.
Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 25%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 0%.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	NA

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	NA
Effective (9 - 17 points) Results meet District goals for similar students.	NA
Developing (3 - 8 points) Results are below District goals for similar students.	NA
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	NA

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.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 91%.
Effective (9 - 17 points) Results meet District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 65%.

Developing (3 - 8 points) Results are below District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 25%.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Percentage of students who demonstrated growth from the initial to final benchmark assessment was or exceeded 0%.

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	NA
Grade 10 ELA	Not applicable	NA
Grade 11 ELA	Not applicable	NAna

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.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	NA
Effective (9 - 17 points) Results meet District goals for similar students.	NA
Developing (3 - 8 points) Results are below District goals for similar students.	NA
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	NA

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
Physical Education	District, Regional or BOCES-developed	TCSD developed PE Assessment grades K-8
Spanish	District, Regional or BOCES-developed	TCSD developed Spanish Assessment grades 6-8
ESL	District, Regional or BOCES-developed	TCSD developed ESL Assessment grades K-8
Music	District, Regional or BOCES-developed	TCSD developed Music Assessment grades K-8
Art	District, Regional or BOCES-developed	TCSD developed Art Assessment grades K-8
Reading	State-approved 3rd party assessment	STAR Early Literacy Enterprise K-2

42-36 5
35-29 4
28-22 3
21-14 2
13-1 1
0 0

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

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/5364/124728-TXEttx9bQW/Highly Effective, 2-2 input.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.

No controls

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 Tuesday, June 05, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>All grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 15 to determine the points achieved. The percentage of students achieving growth will determine the value of 15 to be the teacher's score.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 100% and math growth is 90%; aggregate grow is 190 divided by 2 equaling 95% as an average subject area growth; 95% times 15 which equals a score of 14.25 points.)</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 90% and math growth is 70%; aggregate grow is 160 divided by 2 equaling 80% as an average subject area growth; 80% times 15 which equals a score of 12 points.)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 50% and math growth is 40%; aggregate grow is 90 divided by 2 equaling 45% as an average subject area growth; 45%</p>

times 15 which equals a score of 6.75 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 10% and math growth is 10%; aggregate grow is 20 divided by 2 equaling 10% as an average subject area growth; 10% times 15 which equals a score of 1.5 points.)

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 grade 4
5	4) State-approved 3rd party assessments	STAR MATH Enterprise grade 5
6	4) State-approved 3rd party assessments	STAR MATH Enterprise grade 6
7	4) State-approved 3rd party assessments	STAR MATH Enterprise grade 7
8	4) State-approved 3rd party assessments	STAR MATH Enterprise grade 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

All grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 15 to determine the points achieved. The percentage of students achieving growth will determine the value of 15 to be the teacher's score.

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment

percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 100% and math growth is 90%; aggregate grow is 190 divided by 2 equaling 95% as an average subject area growth; 95% times 15 which equals a score of 14.25 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 90% and math growth is 70%; aggregate grow is 160 divided by 2 equaling 80% as an average subject area growth; 80% times 15 which equals a score of 12 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 50% and math growth is 40%; aggregate grow is 90 divided by 2 equaling 45% as an average subject area growth; 45% times 15 which equals a score of 6.75 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 15; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 15 points to determine the teacher's score. (Example: ELA growth is 10% and math growth is 10%; aggregate grow is 20 divided by 2 equaling 10% as an average subject area growth; 10% times 15 which equals a score of 1.5 points.)

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.

(No response)

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 Reading Enterprise grade K
1	4) State-approved 3rd party assessments	STAR Reading Enterprise grade 1
2	4) State-approved 3rd party assessments	STAR Reading Enterprise grade 2
3	4) State-approved 3rd party assessments	STAR Reading Enterprise grade 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All k-3 grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 20 to determine the points achieved. The percentage of students achieving growth will determine the value of 20 to be the teacher's score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth is 100% and math growth is 90%; aggregate grow is 190 divided by 2 equaling 95% as an average subject area growth; 95% times 20 which equals a score of 19.0 points.)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth

is 50% and math growth is 40%; aggregate grow is 90 divided by 2 equaling 45% as an average subject area growth; 45% times 20 which equals a score of 9.0 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth is 30% and math growth is 50%; aggregate grow is 80 divided by 2 equaling 40% as an average subject area growth; 40% times 20 which equals a score of 8.0 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth is 10% and math growth is 10%; aggregate grow is 20 divided by 2 equaling 10% as an average subject area growth; 10% times 20 which equals a score of 2.0 points.)

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 grade K
1	4) State-approved 3rd party assessments	STAR MATH Enterprise grade 1
2	4) State-approved 3rd party assessments	STAR MATH Enterprise grade 2
3	4) State-approved 3rd party assessments	STAR MATH Enterprise grade 3

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.

All k-3 grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 20 to determine the points

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth is 100% and math growth is 90%; aggregate grow is 190 divided by 2 equaling 95% as an average subject area growth; 95% times 20 which equals a score of 19.0 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth is 50% and math growth is 40%; aggregate grow is 90 divided by 2 equaling 45% as an average subject area growth; 45% times 20 which equals a score of 9.0 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth is 30% and math growth is 50%; aggregate grow is 80 divided by 2 equaling 40% as an average subject area growth; 40% times 20 which equals a score of 8.0 points.)

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

Classroom assessment results on the Stars assessment for achievement (on both the ELA and math assessments or on one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentages of growth for the assessment scores will be added, divided by two and the appropriate percentage multiplied by 20; each ELA or Math subject area assessment is based on the growth of each cohort or class of students separately. Where a grade level has only one

subject area (either ELA or math), the one assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score. (Example: ELA growth is 10% and math growth is 10%; aggregate grow is 20 divided by 2 equaling 10% as an average subject area growth; 10% times 20 which equals a score of 2.0 points.)

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES-developed assessments	District Developed 6 grade assessment. Bridges Data & Professional Development constructed assessment.
7	5) District, regional, or BOCES-developed assessments	District Developed 7 grade assessment. Bridges Data & Professional Development constructed assessment.
8	5) District, regional, or BOCES-developed assessments	District Developed 8 grade assessment. Bridges Data & Professional Development constructed assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 20 to determine the points achieved. The percentage of students achieving growth will determine the value of 20 to be the teacher's score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the

entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District Developed 6 grade Social Studies assessment. Bridges Data & Professional Development constructed assessment.
7	5) District, regional, or BOCES–developed assessments	District Developed 7 grade Social Studies assessment. Bridges Data & Professional Development constructed assessment.
8	5) District, regional, or BOCES–developed assessments	District Developed 6 grade Social Studies assessment. Bridges Data & Professional Development constructed assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

All grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 20 to determine the points achieved. The percentage of students achieving growth will determine the value of 20 to be the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided

but will be multiplied by 20 points to determine the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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	NA
Global 2	Not applicable	NA
American History	Not applicable	NA

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

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	NA
Earth Science	5) District, regional, or BOCES–developed assessments	Bridges Data & Professional Development constructed assessment.
Chemistry	Not applicable	NA
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.	All grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 20 to determine the points achieved. The percentage of students achieving growth will determine the value of 20 to be the teacher’s score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided

but will be multiplied by 20 points to determine the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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

Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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	4) State-approved 3rd party assessments	Renaissance Learning, Inc (Stars)
Geometry	Not applicable	NA
Algebra 2	Not applicable	NA

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 20 to determine the points achieved. The percentage of students achieving growth will determine the value of 20 to be the teacher's score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.</p>

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	NA
Grade 10 ELA	Not applicable	NA
Grade 11 ELA	Not applicable	NA

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

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art, K-8	5) District/regional/BOCES-developed	District Developed Grade level Assessments. Bridges Data & Professional Development constructed assessment.
Music, K-8	5) District/regional/BOCES-developed	District Developed Grade level Assessments. Bridges Data & Professional Development constructed assessment.
Technology, K-8	5) District/regional/BOCES-developed	District Developed Grade level Assessments. Bridges Data & Professional Development constructed assessment.
Library - Media Science	5) District/regional/BOCES-developed	District Developed Grade level Assessments. Bridges Data & Professional Development constructed assessment.
FLES	5) District/regional/BOCES-developed	District Developed Grade level Assessments. Bridges Data & Professional Development constructed assessment.
ESL	5) District/regional/BOCES-developed	District Developed Grade level Assessments. Bridges Data & Professional Development constructed assessment.

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>All grades will have a consistent standard. The standard will reflect a point total that reflects aggregate percentage class growth multiplied by 20 to determine the points achieved. The percentage of students achieving growth will determine the value of 20 to be the teacher's score.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Classroom assessment results on the District / Regional assessment for achievement (one subject area assessment) for all grade level will be for all students who are enrolled for the entire year (BEDS report to test assessment date). The assessment percentage of growth for the assessment score will</p>

be multiplied by 20; each subject area assessment is based on the growth of each cohort or class of students separately. The one subject area assessment percentage score will not be divided but will be multiplied by 20 points to determine the teacher's score.

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.

(No response)

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.

No controls

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.

There are many specialists in our school; therefore, we will use the following procedures for those other than grade level teachers: Sum the number of students (will exceed 50% of the student assigned to the teacher's class roster).

Compute the portion of students covered y each SLO.

Multiply the proportion by the HEDI points for two partial HEDI points for two (or more) partial HEDIs that will be added together. (We are weighting the overall HEDI by the number of students.)

Overall HEDI +sum of these partial HEDI values.

This process identified for the teachers who have multiple grades - Art, Music, Industrial Arts, PE, Languages, and Media Specialist.

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, June 05, 2012

Updated Tuesday, September 18, 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.)

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	0

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

Highly Effective: 100-91% (388 - 353 points)

Effective: 90-75% (352 - 291 points)

Developing: 74-65% (290 - 252 points)

Ineffective: 64-0 % (251 - 0 points)

The maximum other (observation) point total that can be achieved on one observation is 388. These points are spread throughout the NYSUT Rubric by element. If you review the attached form which was our SY11-12 applied form, you will see that as a teacher was either highly effective, effective, developing, or ineffective the rubric assigned a 4, 3, 2, or 1 respectively for each element's component score. If a teacher was perfect, 388 points would have been awarded.

If a teacher was rated effective in 20 of the component element areas then the teacher would have "lost 20 rubric points" and would achieve a total score of 388-20 or 368. The 368 divided by 388 is 94.845 % and when multiplied by the 60 points available for teacher observation equals 56.907 points. The 56.907 points when added to the points achieved from State (SLO) or Local Assessments combine for the possible points out of the maximum 100.

For SY 12-13, we will have two observations and therefore two observation scores potentially arriving at 388+388= 776 observation points. The observation scores will be additive with the two observation scores added together and divided by two to achieve an average. The average score divided by 388 to determine a percentage; the percentage multiplied by 60 possible observation points to determine the observation points earned. This teacher observation points score will be added to the single State (SLO) score plus the Local Assessment score to arrive at a total score.

The final observation total score will be an average and will not be a whole number. The observation score carried two decimal places will reflect an average of both observations. This observation score will be added to the 20% local and 20% state/growth assessment; the local score may also be a decimal carried to the hundredth decimal place. The observation and local scores added to determine one number which will be rounded to the nearest whole number and added to the state/growth score for a final total score. This total score of observation, local and state/growth will then be divided by 100 to determine the percentage upon which the HEIDI category value will assigned.

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

assets/survey-uploads/5091/139112-eka9yMJ855/Tuckahoe Common School District EOY APPR form (DRAFT).docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	100-91: 60-54.6
Effective	90-75: 54.59-45
Developing	74-65: 44.99-39
Ineffective	64-0: 38.99-0

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	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	2
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person
-

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

- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, June 05, 2012

Updated Wednesday, June 27, 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	60-54.60
Effective	54.59-45
Developing	44.99-39
Ineffective	38.99-0

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, June 05, 2012

Updated Thursday, June 28, 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/5265/139206-Df0w3Xx5v6/Teacher Improvement Plan form.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. General

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use 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, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

B. Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

a. The substance of the Annual Professional Performance Review;

b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;

c. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;

d. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

C. APPR Subject to Appeal Procedure

A. Any unit member aggrieved by an APPR rating of "ineffective" may challenge that APPR.

B. In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

C. A teacher who receives his/her second ineffective rating on his/her annual APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to a third party jointly agreed between the District and the TTA, who shall be trained in accordance with the requirements of statute and regulation and also possess either an SDA or SDL Certification.

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

E. An appeal of an evaluation or a TIP must be commenced within ten (10) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

F. The independent neutral Third Party shall make his or her decision in writing regarding the appeal within ten (10) calendar days of receipt of that appeal. The decision of the independent neutral Third Party, respectively shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

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 are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators. 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 and a consortium of districts in coordination with The Peconic Teacher Center. Training will be conducted by Eastern Suffolk BOCES Network Team personnel and/or other personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. 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 NYSED guidance and protocols

recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

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 will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.

Responsibilities

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

Timing

For the 2011-12 school year, the lead evaluators shall be appropriately trained and certified. For the 2011-2012 school year, all other evaluators shall be appropriately trained and certified and ongoing training will continue to be provided for the duration of the 2011-2012 school year. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified for each school year.

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.

Evaluators without APPR Training

Any administrator or supervisor who evaluates teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

Staff Training

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than	Checked

the last school day of the school year for which the teacher or principal is being measured.	
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 Wednesday, June 27, 2012

Updated Sunday, September 09, 2012

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

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

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

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):

K-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

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

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: 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)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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
PK-8	(b) results for students in specific performance levels	District developed test in ELA and math

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Each PK-8th grade teacher's raw student data growth or Value Added score for both ELA and math will be added and then divided by two with each teacher's raw student data score proportionally weighted to the number of students in the class to the school population; the raw student data added together to derive the principal's total score comprised of each teacher's individual class roster numbers divided by the total school population times the teacher's score. The aggregate sum will be divided by the Valued Added variable (15) and the resulting percentage will result in a whole number and applied as indicated below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	91.34-100 % =15 91-93.3 % =14
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86.67-90.99 % =13 80.00-86.66 % =12 73.30-79.99 % = 11 66.67-73.29 % =10 60.00- 66.65 % =9 53.33-59.99 % =8

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	46.67 - 53.32 % =7
	40.00 - 46.65 % =6
	33.33 - 39.99 % =5
	26.67 - 33.32 % =4
	20.00- 16.65 % = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13.33 - 19.99 % = 2
	06.67 - 13.32 % = 1
	00.00 - 06.65 % = 0

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)

[assets/survey-uploads/5366/147075-8o9AH60arN/Principal.docx](#)

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)

8.2) 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

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

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.

No controls

8.4) Principals with More Than One Locally Selected Measure

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

Each PK-8th grade teacher's individual growth or Value Added score for both ELA and math will be added with the teacher's score proportionally weighted to the number of students in the class to the school population; the fractional weight of each teacher comprised of the individual class numbers divided by the total school population. The aggregate sum will be divided by the Valued Added variable (15 or 20) and the resulting percentage will result in a whole number as indicated above.

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 Thursday, June 28, 2012

Updated Tuesday, September 18, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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 rubric has four performance rating categories that match the ratings of highly effective (4 points per element), effective (3 points per element), developing (2 points per element), and ineffective (1 point per element). The rubric is highly diagnostic in nature enabling users to gather fine-grained data on 45 specific leadership behaviors as well as clustered information on the six ISSLC do-mains and the 6 MPPR dimensions of culture, capacity building, goal setting, strategic planning, instructional program and sustainability. Each element will be scored for a maximum of 180 points representing a 100% performance and equating to 60 total points. The aggregate point total for all 45 elements, with an individual element score ranging from 4-1, will be totaled and divided by 180. The resultant percentage will be multiplied times 60. The resultant percentage point number will be assigned a HEDI descriptor as follows:

Highly Effective 100-91: 60.00 - 54.6 points

Effective 90-75: 54.59 - 45.0 points

Developing 74-65: 44.99 - 39.0 points

Ineffective 64 -0: 38.99 - 00.0 points

The final observation total score will not be a whole number. The observation score carried two decimal places will reflect an average of both observations. This observation score will be added to the 20% local and 20% state/growth assessment; the local score may also be a decimal carried to the hundredth decimal place. The observation and local scores added to determine one number which will be rounded to the nearest whole number and added to the state/growth score for a final total score. This total score of observation, local and state/growth will then be divided by 100 to determine the percentage upon which the HEIDI category value will assigned.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and standards do not meet standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	Highly Effective 100-91: 60.00 - 54.6 points
Effective	Effective 90-75: 54.59 - 45.0 points
Developing	Developing 74-65: 44.99 - 39.0 points
Ineffective	Ineffective 64 -0: 38.99 - 00.0 points

9.8) School Visits

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

Probationary Principals

By supervisor	10
By trained administrator	10
By trained independent evaluator	0
Enter Total	20

Tenured Principals

By supervisor	10
By trained administrator	10
By trained independent evaluator	0
Enter Total	20

10. Composite Scoring (Principals)

Created Thursday, June 28, 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	Highly Effective 100-91: 60.00 - 54.6 points
Effective	Effective 90-75: 54.59 - 45.0 points
Developing	Developing 74-65: 44.99 - 39.0 points
Ineffective	Ineffective 64 -0: 38.99 - 00.0 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 Thursday, June 28, 2012

Updated Sunday, September 09, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/147127-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. General

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A principal may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal, provided that the principal knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s).

B. Grounds for 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.*

C. APPR Subject to Appeal Procedure

- 1. The principal aggrieved by an APPR rating of “ developing or ineffective” may challenge that APPR.*
- 2. A principal who receives his/her second ineffective rating on his/her annual APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Superintendent and or Board of Trustees.*
- 3. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law to the Superintendent and or Board of Trustees.*
- 4. An appeal of an evaluation or a PIP must be commenced within ten (10) calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.*
- 5. In no event will the appeal last for more than 30 days.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Eastern Suffolk BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department (“SED”) model certification process incorporating the Regulations

that were enacted to implement Education Law §3012-c.

Evaluators will continue to attend this BOCES training throughout the year as scheduled and offered by Eastern Suffolk BOCES.

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 practice 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; and*
- Specific considerations in evaluating teachers and principals of English language learners (“ELLS”) and students with disabilities.*

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

Currently, lead evaluator and evaluators have attended the LEADS and ESBOCES certification training. Lead Evaluator has been certified by the Board of Trustees as qualified to serve as lead evaluator.

Specific Lead Evaluator training began in August (8/29 & 30/2011) and the duration included attendance at the Eastern Suffolk BOCES for the Lead Evaluator who returned and trained evaluators and teachers. Lead Evaluator attended Teacher evaluation and SLO constructs 27/28 June 2012 at ESBOCES. District wide training session's duration addressed NYSUT appraisal tools, correlation to data driven instruction, and common core staff development were provided throughout the 11-12 school year to evaluators and teachers. Specific training sessions for statewide reporting, locally selected measures, assessment tools (My Learning Plan - NYSUT Rubric - leader Multi-Dimensional Rubric) and scoring methodology were provided 11/14/21011, 1/11/2012, 1/12/2012 and 3/30/2012.

Network Team Training (8/19/2011) training at ESBOES was attended by evaluators on 8/22 and 31/2011. Teacher rubric and observation training at ESBOCES also attended on 8/15-16 by evaluators. Regular inter-rater discussions and professional dialogue conducted following SY 11-12 for NYSUT rubric application with joint teacher evaluations scheduled for duration of SY 12-13 inter-rater confidence and consistency. Evaluators are anticipated to be certified by the Board in October 2012.

The duration for teachers and leaders initial SY 12-13 sessions reinforced on 4 & 5/9/2012 with STAR Renaissance Training and

common Core The training. Extensive SLO and goal setting sessions were conducted and are planned for duration of this year to ensure inter-rater reliability. Procedures for local and SLO management discussed with evaluators and staff to ensure consistency and understanding. The ESBOCES APPR: A Focused Review presentation shared with all Staff and Evaluators on 5/9/2011 reviewed the following:

- 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 practice 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.

Individual teacher and leader staff development continues to reinforce State Teaching Standards with leader participation at ESBOCES 4-5/8/2011. ESL emphasis remains for focused work and duration training.

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 Wednesday, June 27, 2012

Updated Tuesday, September 18, 2012

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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/5581/146629-3Uqgn5g9Iu/District Certification Form - 9-18-12 Tuckahoe Common School District.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.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. Based on the District's goals and priorities, a large majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Effective (9 - 17 points) Results meet District goals for similar students. Based on the District's goals and priorities, a majority of students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area. Developing (3 - 8 points) Results are below District goals for similar students. Based on the District's goals and priorities, some of the students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Ineffective (0 - 2 points) Results are well-below District goals for similar students. Based on the District's goals and priorities, few students meet district target goals in the specified area (i.e. art, music, library, physical education, Spanish, ESL, speech/language, ELA, mathematics, reading, band, orchestra) as evaluated by district-created assessments in each area.

Growth

Percentage	Points
100-97	20
96-94	19
93-91	18
90-88	17
87-85	16
84-82	15
81-79	14
78-76	13
75-73	12
72-70	11
69-67	10
66-64	9
63-57	8
56-50	7
49-43	6
42-36	5
35-29	4
28-22	3
21-14	2
13-1	1
0	0

Tuckahoe Common School District
Teacher Annual Professional Performance Review (School Year 2011-2012)

The following Teacher evaluation form is to be used to record the School Year (SY) 2011-2012 observation(s) for _____.

Observation Rubric

Rubric	Progress	Score	Max	Criteria	Avg	Last Comple
<u>NYSUT 1.1</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 1.2</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 1.3</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 1.4</u>	0 of 1 0 of 1	0	4	0	0	N/A
<u>NYSUT 1.5</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 1.6</u>	0 of 1 0 of 1	0	4	0	0	N/A
<u>NYSUT 2.1</u>	0 of 1 0 of 1	0	16	0	0	N/A
<u>NYSUT 2.2</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 2.3</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 2.4</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 2.5</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 2.6</u>	0 of 1 0 of 1	0	16	0	0	N/A
<u>NYSUT 3.1</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 3.2</u>	0 of 1 0 of 1	0	16	0	0	N/A
<u>NYSUT 3.3</u>	0 of 1	0	12	0	0	N/A

	0 of 1					
<u>NYSUT 3.4</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 3.5</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 3.6</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 4.1</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 4.2</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 4.3</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 4.4</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 5.1</u>	0 of 1 0 of 1	0	16	0	0	N/A
<u>NYSUT 5.2</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 5.3</u>	0 of 1 0 of 1	0	4	0	0	N/A
<u>NYSUT 5.4</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 5.5</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 6.1</u>	0 of 1 0 of 1	0	16	0	0	N/A
<u>NYSUT 6.2</u>	0 of 1 0 of 1	0	12	0	0	N/A
<u>NYSUT 6.3</u>	0 of 1 0 of 1	0	8	0	0	N/A
<u>NYSUT 6.4</u>	0 of 1 0 of 1	0	16	0	0	N/A
<u>NYSUT 6.5</u>	0 of 1 0 of 1	0	20	0	0	N/A

NYSUT 7.1	0 of 1 0 of 1	0	12	0	0	N/A
NYSUT 7.2	0 of 1 0 of 1	0	8	0	0	N/A
NYSUT 7.3	0 of 1 0 of 1	0	8	0	0	N/A
NYSUT 7.4	0 of 1 0 of 1	0	8	0	0	N/A
TOTAL:		0	388	0	0	

The appropriate local and State assessments for SY 2011-12 are note below.

Local Assessment:

NYS State Assessment:

The Three potential scores for SY 2011-2012 are provided as follow:

Observation Rubric (53.4/60 =89%)

Local Assessment (0/20)

NYS State Assessment (0/20)

Summative Rating

Highly Effective

91 - 100

Effective

75 – 90

Developing

65 - 74

Ineffective

0 – 64

The above data represents the observation(s) for SY 2011-2012, and where applicable the local and State student achievement reported in the State and local assessment. I acknowledge that the data is complete as of 26 June 2012. The State data for ELA and math to be provided as appropriate when provided from the State but not later than necessary.

The overall rating is _____.

NOTE: An * indicates that the interim APPR score is a partial summation waiting final State 20% value added to be provided at a later date for a total score to be compiled..

Signed: _____

Date: _____

Verified : _____ (APPR Administrator)

Date: _____

Position: Probationary Tenured Annual Appointment

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

Teacher's Signature

Date

**Supervising Administrator's
Signature**

Date

Principal's local score is based on raw student data.

PRINCIPAL IMPROVEMENT PLAN

If a principal is rated “developing” or “ineffective,” the District will implement a Principal Improvement Plan (“PIP”) that is attached at Annex K.

Process

The process for developing a PIP shall be developed imminently.

Contents

Each PIP shall contain the following information:*

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement

**Additional Elements May Be Negotiated*

Timing

Each PIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

Principal: _____ Building(s): _____ Initial Date: _____
 Subject/Grade: _____ Follow-up Date: _____

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

ELEMENTS FROM APPR IDENTIFIED WHERE IMPROVEMENT IS NEEDED	BENCHMARKS: MEASURABLE AND OBSERVABLE PERFORMANCE GOALS AND SPECIFIC EXPECTATIONS	TIMELINE FOR ACHIEVING IMPROVEMENT	EVIDENCE BY WHICH IMPROVEMENT WILL BE ASSESSED	ACTIVITIES/RESOURCES/ RESPONSIBLE PERSON(S) TO SUPPORT IMPROVEMENT

Position: Probationary Tenured Annual Appointment

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

Principal's Signature

Date

Supervising Administrator's Signature

Date

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

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

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

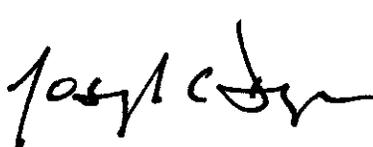
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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:

 9/14/2012

Teachers Union President Signature: Date:

Jennifer Fmoculaw 9/14/12

Administrative Union President Signature: Date:

No Administrative Union

^{Trustees}
Board of Education President Signature: Date:

 9/18/12