



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

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Commissioner of Education  
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August 31, 2013

**Revised**

Bernard P. Pierorazio, Superintendent  
Yonkers City School District  
One Larkin Center  
Yonkers, NY 10701

Dear Superintendent Pierorazio:

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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Harold Coles

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Saturday, August 31, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 662300010000

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

662300010000

#### 1.2) School District Name: YONKERS CITY SD

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

YONKERS CITY SD

#### 1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Saturday, August 31, 2013

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#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress(Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress(Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress(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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI rating based on the number students that meet sufficient growth targets set by the district. The number of students meeting or exceeding the target will be counted and converted to a percentage. The percent will be converted to a HEDI Score- as specified in the attached charts for Grades K-2 and Grade 3.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above achievement levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet the achievement levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results does not meet the achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are far below the achievement levels on district goals.

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress(Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress(Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress(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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given a HEDI rating based on the number students that meet sufficient growth targets set by the district. The number of students meeting or exceeding the target will be counted and converted to a percentage. The percent will be converted to a HEDI Score- as specified in the attached charts for Grades K-2 and Grade 3.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above achievement levels on district goals
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet the achievement levels on district goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results does not meet the achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are far below the achievement levels on district goals.

## 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	Not applicable	The Gr 6 Science teacher is a common branch teacher teaching all subjects to their same students of record. Their score will come from the NYS ELA/ Math Assessments.
7	District, regional or BOCES-developed assessment	Yonkers Public Schools Developed Grade 7 Science Assessments

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI rating based on the number students that meet sufficient growth targets set by the district on the grade level SLOs. Pre- and Post assessments will be administered. The number of students meeting or exceeding the target will be counted and converted to a percentage. The percent will be converted to a HEDI Score- as specified in the attached SLOs charts.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above achievement levels on district goals
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet the achievement levels on district goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results does not meet the achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are far below the achievement levels on district goals.

## 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	Not applicable	The Gr 6 Social Studies teacher is a common branch teacher teaching all subjects to their same students of record. Their score will come from the NYS ELA/ Math Assessments.
7	District, regional or BOCES-developed assessment	YPS Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	YPS Developed Grade 8 Social Studies Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI rating based on the number students that meet sufficient growth targets set by the district on the grade level SLOs, Pre- and Post- assessments will be administered . The number of students meeting or exceeding the target will be counted and converted to a percentage. The percent will be converted to a HEDI Score- as specified in the attached SLOs charts.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet the achievement levels on district goals

Developing (3 - 8 points) Results are below District goals for similar students.	Results does not meet the achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are far below the achievement levels on district goals.

## 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	YPSDeveloped Grade 9 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI rating based on the number students that meet sufficient growth targets set by the district on the grade level SLOs, Pre- and Post- assessments will be administered . The number of students meeting or exceeding the target will be counted and converted to a percentage. The percent will be converted to a HEDI Score- as specified in the attached SLOs charts for NYS Regents and the SLOs for District Assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet the achievement levels on district goals
Developing (3 - 8 points) Results are below District goals for similar students.	Results does not meet the achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are far below the achievement levels on district goals.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI rating based on the number students that meet sufficient growth targets set by the district on the grade level SLOs, Pre- and Post- assessments will be administered . The number of students meeting or exceeding the target will be counted and converted to a percentage. The percent will be converted to a HEDI Score- as specified in the attached SLOs charts for NYS Regents Exams.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet the achievement levels on district goals
Developing (3 - 8 points) Results are below District goals for similar students.	Results does not meet the achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are far below the achievement levels on district goals.

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI rating based on the number students that meet sufficient growth targets set by the district on the grade level SLOs, Pre- and Post- assessments will be administered . The number of students meeting or exceeding the target will be counted and converted to a percentage. The percent will be converted to a HEDI Score- as specified in the attached SLOs charts for NYS Regents and the SLOs for Regents Exams District will be administering both the NYS Integrated and NYS Common Core Algebra I Regents Exams. We will be using the higher of the to scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet the achievement levels on district goals
Developing (3 - 8 points) Results are below District goals for similar students.	Results does not meet the achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are far below the achievement levels on district goals.

## 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	State approved 3rd party assessment	YPS Developed Grade 9 English Language Arts Assessment
Grade 10 ELA	State approved 3rd party assessment	YPS Developed Grade 10 English Language Arts Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI rating based on the number students that meet sufficient growth targets set by the district on the grade level SLOs, Pre- and Post- assessments will be administered . The number of students meeting or exceeding the target will be counted and converted to a percentage. The
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Results are far below achievement levels on district goals

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/609233-TXEttx9bQW/New 2013-14%20NEW#2.11- NYS FINAL-20% State Growth Criteria Charts.docx

## 2.12) Locally Developed Controls

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

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

(No response)

## 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
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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
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2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
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2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Saturday, August 31, 2013

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Every student will take the Iowa Assessments. They will take the subtests including ELA and Math: on Grade K-6, and in Grades 7-8 ELA, Math, Social Studies and Science subtests. The scores will be reported in three forms and the district will use a comparison of the Grade Equivalent scores from the pre-test to the post-test and measure months of growth. The teacher will receive a score based on the percentage of students reaching the yearly growth goal set by the district between the pre- and post- test . See attached chart for Iowa Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.2) Grades 4-8 Math

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

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

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.	Every student will take the Iowa Assessment. They will take the subtests including ELA and Math: on Grade K-6, and in Grades 7-8 ELA, Math, Social Studies and Science subtests. The scores will be reported in three forms and the district will use a comparison of the Grade Equivalent scores from the pre-test to the post-test and measure months of growth. The teacher will receive a score based on the percentage of students reaching the yearly growth goal set by the district between the pre- and post-test . See attached chart for Iowa Assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/609234-rhJdBgDruP/21657001-NEW Final 3.3 FOR APPR 20 % LOCALLY SELECTED STATE MEASURES OF STUDENT ACHIEVEMENT1-14-13.docx

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Iowa Assessments
1	4) State-approved 3rd party assessments	Iowa Assessments.
2	4) State-approved 3rd party assessments	Iowa Assessments
3	4) State-approved 3rd party assessments	Iowa Assessments.

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	Every student will take the Iowa Assessment. They will take the subtests including ELA and Math: on Grade K-6, and in Grades 7-8 ELA, Math, Social Studies and Science subtests. The scores
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3.13, below.	will be reported in three forms and the district will use a comparison of the Grade Equivalent scores from the pre-test to the post-test and measure months of growth. The teacher will receive a score based on the percentage of students reaching the yearly growth goal set by the district between the pre- and post-test . See attached chart for Iowa Assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Iowa Assessments.
1	4) State-approved 3rd party assessments	Iowa Assessments.
2	4) State-approved 3rd party assessments	Iowa Assessments
3	4) State-approved 3rd party assessments	Iowa Assessments.

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.	Every student will take the Iowa Assessments. They will take the subtests including ELA and Math: on Grade K-6, and in Grades 7-8 ELA, Math, Social Studies and Science subtests. The scores will be reported in three forms and the district will use a comparison of the Grade Equivalent scores from the pre-test to the post-test and measure months of growth. The teacher will receive a score based on the percentage of students reaching the yearly growth goal set by the district between the pre- and post- test . See attached chart for Iowa Assessments.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.

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

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Iowa Assessments
7	4) State-approved 3rd party assessments	Iowa Assessments
8	4) State-approved 3rd party assessments	Iowa Assessments.

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.	Every student will take the Iowa Assessment. They will take the subtests including ELA and Math: on Grade K-6, and in Grades 7-8 ELA, Math, Social Studies and Science subtests. The scores will be reported in three forms and the district will use a comparison of the Grade Equivalent scores from the pre-test to the post-test and measure months of growth. The teacher will receive a score based on the percentage of students reaching the yearly growth goal set by the district between the pre- and post-test . See attached chart for Iowa Assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Iowa Assessments
7	4) State-approved 3rd party assessments	Iowa Assessments
8	4) State-approved 3rd party assessments	Iowa Assessments.

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.	Every student will take the Iowa Assessments. They will take the subtests including ELA and Math: on Grade K-6, and in Grades 7-8 ELA, Math, Social Studies and Science subtests. The scores will be reported in three forms and the district will use a comparison of the Grade Equivalent scores from the pre-test to the post-test and measure months of growth. The teacher will receive a score based on the percentage of students reaching the yearly growth goal set by the district between the pre- and post- test . See attached chart for Iowa Assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	YPS Developed Grade 9 Social Studies Assesment
Global 2	6(ii) School wide measure computed locally	NYS Global Regents
American History	6(ii) School wide measure computed locally	NYS US History Regents Exam

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.	For High School Social Studies Global 1 SLOs will be used and a Locally developed Assessment created to be deemed rigorous and comparable. A HEDI scale is developed and the percentage of students school-wide reaching a 65 or greater will determine point value. For all Regents exams used, the same criteria will be used that the percentage of students school-wide attaining a 65 on the Regents Exam or greater will determine the Point Value for the teacher. See attached chart for High School Non-Regents Courses -SLOs and Regents Exams Chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment Regents Exam
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Exam
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Exam
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Exam

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.	For all Regents Exams used the criteria that will be used is that the percentage of students school-wide attaining a 65 on the Regents Exam or greater will determine the Point Value/HEDI Score for the teacher. See attached chart for Regents Exams Chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated and NYS Common Core Algebra I Regents Exam
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Exam
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2/Trigonometry Regents Exam

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all Regents Exams used the same criteria will be used that the percentage of students school-wide attaining a 65 on the Regents Exam or greater will determine the Point Value/HEDI Score for the teacher. See attached chart for Regents Exams Chart. For Algebra I we will be using the higher of the two scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	YPS Developed Grade 9 ELA Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	YPS Developed Grade 10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents Exam

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For High School Grades 9-10 ELA- SLOs will be used and a Locally Developed Assessment which has been deemed rigorous and comparable. A HEDI scale is developed and the percentage of students school-wide reaching a 65 or greater will determine point value. For all Regents exams used the same
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Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Results are above District's expectations for the achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet the District's expectations for the achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below the District's expectations for the achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below the District's expectations for the achievement for the grade level.

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.

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### 3.14) Locally Developed Controls

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

**ADJUSTMENT SCORES: Goals for Local Measures:**

This Adjustment Scores Agreement is ONLY for the current school year. This will be reviewed for the next and future school year(s). Each student in a teacher's confirmed roster, shall receive a point value score based upon the score received on the student's assessment results. A teacher's Local Measures subcomponent score shall be determined by calculating the average points received based upon the assessment scores that applies for the said teacher, of all the students within the teacher's roster, subject to any adjustments set forth in the chart below.

The teacher may receive up to two (2) additional points/not exceeding two HEDI points as a result of the controls

**Adjustment Factors:**

These adjustment factors will apply to all students in grades K-12 who are classified SWD and receiving services in a resource program, self-contained classroom or integrated classroom will receive adjustments as indicated below.

These adjustment factors will also apply to students in grades K-12 who are classified E.L.L. students. These students will also receive adjustments based on their levels as indicated below.

Individual assessment scores for students who are classified as Students with Disabilities, English Language Learners (beginning, intermediate and advanced), shall be multiplied by the factors set forth below and a new local measure score will be calculated and recorded. These new scores will recalculate the teacher's 20% local assessment measure score. The teacher's HEDI Score may only be increase for this section by a maximum of 2 points (not to exceed 2 points added)

**Category Factor**

Students with Disabilities in Self-Contained Classrooms 1.30

Students with Disabilities in Integrated Classrooms 1.20

Students with Disabilities with Resource Services 1.15

ELL Beginning Level 1.30  
 ELL Intermediate Level 1.20  
 ELL Advanced Level 1.15

Historically these sub-groups Special Education (SWD) and English Language Learners (ELL) under performed in these categories from our other students. To mitigate any problems, incentive teachers have no say in their class rosters. They receive these rosters on day one of class set by the district.

If more than one factor is applicable, the highest factor shall be used in conjunction with the scoring bands as set forth in this Locally Measured Section of the APPR.

### 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.

The Yonkers Public School District will- if a teacher falls in a category of two or more variables, have indicated that, throughout the attached documents. If a teacher has two or more variable they will be rating in each variable as if they had only one based on each of the 20% measures. To figure their HEDI score the district will take each 20% and add them then average them.  $ei: 20\% \text{ plus } 20\% \text{ divided by } 2 = \text{HEDI SCORE}$ .

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 Edition)

Not Applicable

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

60% Rubric Calculation:

The APPR Plan for the Yonkers Public Schools is based on teaching standards which the NYSUT Teacher Practice Rubric was selected and negotiated with our local union because it demonstrates language for teachers to strengthen students behaviors to promote student centered teaching practices and clarifies behaviors to substantiate evidence collection and presentation. Please see the attached

documents below.

#### HEDI SCALE:

Highly Effective: 0-54

Effective: 55-56

Developing: 57-58

Ineffective: 59-60

Using the evidence gathered from Walkthroughs, Observations, Professional Growth and Activity Form, Pre and Post-Conferences (where applicable), and other pertinent information, the trained and certified lead evaluator will rate the teacher in all sections of the NYSUT Teacher Practice Rubric 2012 Edition, as related to the Teacher Performance Standards (HEDI Scale).

A Summary Worksheet has been developed to use to calculate and measure the evidence collected for the 31 points based on the observations and 29 points based on the Professional Growth and Activity Form.

Any teaching standard still remaining, must be assessed at least once a year.

On the Summary Worksheet in each Element Sections (1-7):

Knowledge of Students and Student Learning, Content and Instructional Planning, Instructional Practices, Learning Environment, Assessment of Student Learning, Professional Responsibilities and Collaboration and Professional Growth.

The Lead Evaluator will calculate the total points and transfer each element score total to the Professional Annual Evaluation Composite Summary Sheet for Teachers in the NYSUT Rubric Summary Area.

#### 29 Points

Artifacts, Professional Development, Professional Growth, and Professional Goals will be scored using the NYSUT Teacher Practice Rubric

Each observed element will be scored 1-4. Element score from each standard will be averaged to get a standard score. Standard scores will be averaged to get a rubric score which will be converted to 0-60 points using the attached chart. HEDI Score from each observation will be weighed as indicated in the attached document to result in an overall 0-60 score for this subcomponent.

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/5091/299786-eka9yMJ855/New Final 4.5 State Doc-Professional Annual Evaluation Summary-REVISED 1-14-13.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60: Teacher performance and results on other measures exceed the NYS Teaching Standards
Effective: Overall performance and results meet NYS Teaching Standards.	57-58: Teacher performance and results on other measures meets the NYS Teaching Standards
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	55-56: Teacher performance and results on other measures are below the NYS Teaching Standards
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-54: Teacher performance and results on other measures are well below the NYS Teaching Standards

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	7
4.6) Observations of Probationary Teachers   Enter Total	10

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	8
4.7) Observations of Tenured Teachers   Total	10

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

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Updated Friday, August 30, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Saturday, August 31, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/300210-Df0w3Xx5v6/New -Final Revised -Teacher Improvement Plan To NYS\_1.docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

In addition to the evaluation procedures contained in the collective bargaining agreement and including the Teacher Improvement Plan procedures, the following process shall apply to all probationary and tenured unit members. Any unit member who receives a Professional Annual Evaluation Composite Summary (PAECS) rating of either “Ineffective” or “Developing” may challenge their rating through this appeal process which will occur in a timely and expeditious manner. The timeframe attached to each step is the maximum days allowed.

1. This is an appeals procedure locally negotiated and established in the Yonkers Public Schools District by which the evaluated teacher may challenge

- a. the substance of the annual professional performance review
- b. the school district’s adherence to the standards and methodologies required for such reviews
- c. the adherence to the regulations of the commissioner
- d. compliance with any applicable locally negotiated procedures
- e. the school district’s issuance and/or implementation of the terms of the teacher improvement plan.

2. During the school day at a mutually agreed upon time an End of School Year Meeting to review the Annual Professional Performance Review rating will be held between the building administrator responsible for the evaluation and the unit member, no later than (2) two weeks prior to the last day of school. In the event the District has not received NYSED data or has not yet compiled District data, the teacher’s evaluation may include an incomplete composite score rating. At that meeting, the unit member will be provided with a copy of the Professional Annual Evaluation Composite Summary (PAECS) which shall be signed by the administrator and unit member acknowledging receipt of the document.

3. Once data from New York State Education Department and the District is compiled, the teacher will receive a completed Professional Annual Evaluation Composite Summary (PAECS) score. A meeting during the school day and at a mutually agreed upon time will be held between the teacher and the building administrator responsible for the evaluation. In addition, the unit member will receive a copy of any and all data provided by NYS (growth data) as well as YPS data used for his/her students’ scores.

Composite Score Meeting - At this meeting the unit member will be provided with a completed copy of the Professional Annual Evaluation Composite Summary (PAECS) signed by the administrator and the unit member.

Review Meeting - After the completed Composite Score Meeting in which the unit member receives his/her Professional Annual Evaluation Composite Summary (PAECS) rating of “Ineffective” or “Developing” and if he/she feels it is not justified, the unit member, with a designee of the YFT President shall meet with the administrator who wrote the performance review to hold a Review Meeting to examine the Professional Annual Evaluation Composite Summary (PAECS) within ten (10) school days of receipt of his/her composite rating. Within 5 days of the Review Meeting, if a resolution is reached (a revised mutually agreed upon rating), a new Professional Annual Evaluation Composite Summary (PAECS) will be issued to the YFT unit member and will replace the initial Professional Annual Evaluation Composite Summary (PAECS), then the Appeal process ends.

4. If no resolution can be reached between the parties, the unit member, with the YFT President or his/her designee, may request a formal appeal of the rating within fifteen (15) school days after the Review Meeting which will be held in a timely and expeditious manner. The notification for such appeal according to NYS law shall be in writing which must include a description of the specific areas of disagreement over his/her evaluation and it may contain supporting documentation. This request will be sent to the building Principal of record, District’s Chief Academic Officer, a copy to the Superintendent and the YFT President.

5. Within fifteen (15) school days of his/her receipt of the unit member’s appeal, the administrator of record may respond in writing to the specific issues raised on appeal. The Superintendent or his/her designee will forward the administrator’s and/or district’s response to the YFT President five (5) school days prior to the meeting.

6. Pre-Conference Meeting - Within thirty (30) school days from the District’s receipt of a formal appeal request, a representative of the YFT and a representative of the Superintendent will meet to review the Appeal and supporting documentation in an attempt to resolve the issue. If an agreement is reached regarding the appeal, the Appeal Process ends. If an agreement is not reached regarding the appeal, a hearing will be scheduled within fifteen (15) school days of this meeting in a timely and expeditious manner .

7. Appeal Hearing -The appeal will take the form of a hearing (Appeal Hearing) to be heard by an Appeal Committee consisting of three (3) YFT members appointed by the YFT President and three (3) persons appointed by the Superintendent of Schools. Upon the Committees receipt of the Appeal Documents, from the YFT unit member and the administrator of record, the committee shall have five (5) school days to schedule an Appeal Hearing at a mutually agreed upon date and time between the YPS and YFT. The Appeal Committee will hear from the individual unit member and the administrator of record (if the administrator of record chooses to participate) as well as review all the written documentation that has been submitted to the committee on notice to the other party. The YFT member may have a representative from the YFT accompany him/her. An individual who is appointed to the Appeal Committee cannot represent either the YFT unit member or the YCA administrator of record during the Appeal Hearing. The written decision of the Appeal Committee must be delivered to the Superintendent of Schools, the YFT President, and the administrator of record and unit member within fifteen (15) school days of the convened Appeal Hearing. Only documentation submitted at the time of this appeal hearing will be considered.

8. In the event the Appeal Committee cannot reach a decision at the conclusion of the fifteen (15) school days of the convened Appeal Hearing, the Appeal Committee will refer the appeal and all documents submitted to the Appeal Committee to an appointed impartial third party individual, mutually agreed upon by the Yonkers Federation of Teachers and the Yonkers Public Schools. The third party individual must have received training in the new evaluation YPS APPR process. The third party individual has the right to submit questions in writing to either party on notice to the other party. All responses will be in writing and shared with all parties. A written decision shall be rendered by the third party within fifteen (15) school days of receipt of the appeal request. See Attachment #1, which contains the list of four (4) third party individuals mutually agreed upon by the YFT and YPS that will be assigned by rotation through the hearings. In the event that a third party individual (Attachment #1) is no longer available, then a new replacement for the third party individual shall be negotiated between YFT and YPS.

9. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher Professional Annual Evaluation. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional annual evaluation, except as otherwise authorized by law. Nothing in this agreement, however, is meant or shall be construed to limit the rights of either party in disciplinary charges brought under Education law section 3020-a and nothing in this agreement is meant or shall be construed to waive any parties' access to a judicial forum to seek redress for alleged violations of statutory or constitutional rights.

Termination of a probationary teacher for performance is governed by the APPR. The School District may, only, terminate a probationary teacher without regard to the APPR, for statutorily and constitutionally permissible reasons other than a teacher's performance that is the subject of an appeal, including but not limited to misconduct.

10. If a teacher is rated "Developing" or "Ineffective", the parties agree to implement a Teacher Improvement Plan. Within the Teacher Improvement Plan, the activities determined shall be specific activities that are relevant to the area(s) of need in the TIP as they relate to the specific needs identified in the evaluation and are to be carried out during the school day.

(See Section E – APPR JAN2013)

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

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

### YONKERS PUBLIC SCHOOL DISTRICT

Center for Secondary School Redesign  
Administrator/Lead Evaluator Certification Process  
Current School Year

### OVERVIEW

As required by the New York State Education Department and the Yonkers Public School District, all administrators must show

evidence of training within all nine Lead Evaluator training criteria in order to receive district certification as a Lead Evaluator. The Lead Evaluator is the primary person responsible for a teacher's evaluation. The Center for Secondary School Redesign (CSSR) proposes to train all participating Yonkers administrators in all nine Lead Evaluator Training Criteria as outlined in the NYSED APPR Review.

CSSR proposes to continue the training for the APPR Certification with its three part training series by following up the Phase I, 15-hour EBO Theoretical Training completed over the summer months of 2012 with Phase II, Video Observation and Rubric Alignment. (Phase III, On-site Practicum, will ensue following the completion of Phase II.)

#### TRAINING CONSIST OF :

CSSR will administer Phase II of the training by providing all administrators with an electronically-based observation in order to evaluate how administrators align the classroom instruction and environmental practices seen in the videos with a designated rubric. (The rubric serves as an exemplar for any rubric that the Yonkers Public School might utilize.) Phase III, On-site Practicum, will follow after the completion and scoring of the Phase II video/rubric alignment.

#### Moderation of Scores

The Moderation process will ensure that scores are valid and reliable, and that the scores are comparable and credible. This process will look at consensus moderation which will require that all evaluators score the video results with out prior consultation among themselves. They then will discuss the results and collectively reach a common consensus for Certification. The moderation process will avoid any injustice. And, it will grab professional development for the participants in the moderation conversation.

Upon the administrators completion and scoring of the Phase II of the Video Observation and Rubric Alignment, CSSR will conduct an on line moderation assessment. CSSR will select 5-6 evaluators to participate in an on line "Go to Meeting" to discuss their collective results on the scoring process.

#### EVALUATION PROCESS:

##### Instructions

The Video Observation and Rubric Alignment activity should take approximately 30-45 minutes. Administrators are to observe and assess an electronically based classroom and use a rubric to indicate the effectiveness of the practices portrayed in the video.

Administrators need uninterrupted time to complete Phase II. Please select and view ONE of the online YouTube classroom sessions from the list below. Using the attached NYSUT chart please describe your response in writing in column three. Use Standards 3 and 4 of the New York State Teaching Standards and Elements Instructional Practice and Learning Environment Rubric (provided) as an example, and align your responses with the selected classroom video. In your response describe the teacher's instructional practices, student behaviors, and the learning environment. Provide evidence for what you see and additional evidence to support any claims you make. Use the Indicators column as your guide. Skip indicators which are not applicable.

##### Return Process

Please send the completed chart via email to [YonkersAPPR@cssr.us](mailto:YonkersAPPR@cssr.us).

Select one video from YouTube classroom sessions to observe based on your School

##### 1. Elementary

Video-Elementary Math Classroom Observation-shoeplay undercover

##### 2. Middle

Video-Common Core Standard Math Lesson

##### 3. High School

Video- Part 4 Classroom Observation Jan 11th

Your Name: Position: School:

Standard 3

Instructional Practice Indicators Show Evidence from Video

T=Teacher S=Student

3.1 Uses research-based practices and evidence of student learning to provide

developmentally appropriate and standards-driven instruction that motivates and engages students in learning

- Aligns Instruction to Standards
- Uses research based instructional
- Engages Students

3.2 Communicate clearly and accurately with students to maximize their understanding and learning

- Provides directions and procedures
- Uses questioning techniques
- Responds to students
- Communicates content

3.3 Set high expectations and create challenging learning experiences for students

- Establishes high expectations
- Articulates measure of success
- Implements challenging learning experiences

Your Name: Position: School:  
Standard 3

Instructional Practice Indicators Show Evidence from Video  
T=Teacher S=Student

3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement

- Differentiates instruction
- Implements strategies for mastery of learning outcomes

3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking and use of technology

- Provide opportunities for collaboration
- Provides synthesis, critical thinking and problem solving

3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

- Uses formative Assessment
- Provides feedback during and after instruction

- Adjusts pacing

Standard 4:  
Learning Environment

Indicators

Shows Evidence from Video  
T= Teacher S=Student

4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student

- Interactions with students
- Supports student diversity
- Reinforces positive interactions among students

4.2 Creates an intellectually challenging and stimulating learning environment

- Establishes high expectations for achievement
- Promotes student curiosity and enthusiasm
- Promotes student pride in work and accomplishments

4.3 Manages the learning environment for the effective operation of the classroom

- Establishes expectations for student behavior
- Establishes routines, procedures and transitions
- Establishes instructional groups

4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment

- Organizes the physical environment
- Manages volunteers and/or paraprofessionals
- Establishes classroom safety

PLEASE NOTE:

Upon completion of the four videos the administrator will be evaluated by consultants from CSSR who will determine who met the criteria on the rubric and will certify them as Lead Evaluators.

This evaluation training and support will be ongoing throughout the school year ensuring inter-raters reliability. During the summer those Lead Evaluators who were certified will attend required Professional Development. At the end of the Professional Development, they will be tested and re-certified as well as any new administrator.

## 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

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• Checked

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## 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
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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	Checked
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principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Saturday, August 31, 2013

## Page 1

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

PK-6
PK-8
PK-12
7-12
9-12
PK-5
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

none

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, August 31, 2013

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## Page 1

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

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

**In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.**

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
PK-6	(d) measures used by district for teacher evaluation	NYS ELA and Math Assessment-Grades 4-6
PK-8	(a) achievement on State assessments	NYS ELA and Math Assessment-Grades 4-8
PK-12	(d) measures used by district for teacher evaluation	NYS ELA and Math Assessment-Grades 4-8 and NYS Comprehensive ELA Regents Exam
7-12	(d) measures used by district for teacher evaluation	NYS ELA and Math Assessment-Grades 7-8 and NYS Comprehensive ELA Regents Exam
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive ELA Regents Exam
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	12th grade Graduation Rate including year 4,5 and 6
PK-5	(d) measures used by district for teacher evaluation	NYS ELA and Math Assessment 4-5

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.	To show student growth we are using school wide measures looking at the reduction of students across all grade levels scoring a Level 1 on the NYS ELA and Math Assessments and reducing this level by 5%. Other measures will be the increase in Level 3's and 4's. We will also use the ELA Regents Exam and Graduation Rate. See attached documents which will
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explain the school-wide measure being used for each school grade configuration as well as the ELA Regents and Graduation data. We will be using multiple measures to reach the 15 points. Normal rounding rules will apply but in no case will rounding result in principal moving from one scoring band to the next.

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

Results are well above the district expectation for student achievement for these grade levels

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

Results meet the districts expectations of the goals for student achievement for these grade levels

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

Results are below the districts expectation of the goals for the student achievement for these grade levels

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

Results are far below the districts expectation of the goals for the student achievement for these grade levels

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/12190/609239-8o9AH60arN/New-\_Final\_8.1\_\_20%\_Locally\_Selected\_Achievement\_Measures\_for\_Principal\_1-13-13[1]\_1.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
N/A		

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

none

### 8.4) Principals with More Than One Locally Selected Measure

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

All principal's rating will be based on multiple measures.. Please refer to the attached document that will illustrate and explain how the district plans to calculate the 15 or 20 points.

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	40
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 20

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

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

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

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

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

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

9.6) Assurances   Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances   Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

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

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

Throughout the year each component within the domain will be assessed and each domain will be scored holistically. Using the evidence observed/collected within the domain, the domain will be scored using the point value indicated in the attached document. The points for each domain will be added together to result in a principal's 0-60 HEDI Score.

Please see the attached charts which the district will use to assign HEDI scores to principals along with copies of our evaluation summary forms.

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

assets/survey-uploads/5143/302242-pMADJ4gk6R/New Final-9.7 Rubric Administrative Professional Annual Evaluation Summary-1-10-13 (Autosaved).docx

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

Highly Effective: Overall performance and results exceed standards.	58-60 Principals performance and results on other measures exceed the district's expectations and goals, and the ISLLC Standards.
Effective: Overall performance and results meet standards.	50-57 Principals performance and results on other measures meets the district's expectations and goals, and the ISLLC Standards.

Developing: Overall performance and results need improvement in order to meet standards.	41-49 Principals performance and results on other measures are below the district's expectations and goals, and the ISLLC Standards. Principal needs to demonstrate improvement.
Ineffective: Overall performance and results do not meet standards.	0-40 Principals performance and results on other measures are far below the district's expectations and goals, and the ISLLC Standards. Principal needs to demonstrate improvement.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

## 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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, August 30, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5276/302355-Df0w3Xx5v6/New Final -Principal Improvement Plan-1-9-13\\_2.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:

## PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR ADMINISTRATORS

In addition to the evaluation procedures contained in the collective bargaining agreement and including the Principal Improvement Plan procedures, the following process shall apply to all probationary and tenured building principals. Any building principal who receives a Principal Performance Annual Review (PPAR) rating of either “Ineffective” or “Developing” may challenge their rating through this appeal process which will occur in a timely and expeditious manner. The timeframe attached to each step is the maximum days allowed.

1. This is an appeals procedure locally negotiated and established in the Yonkers Public School District by which the evaluated principal may challenge
  - a. the substance of the annual professional performance review
  - b. the school district’s adherence to the standards and methodologies required for such reviews
  - c. the adherence to the regulations of the commissioner
  - d. compliance with any applicable locally negotiated procedures
  - e. the school district’s issuance and/or implementation of the terms of the principal improvement plan.
2. During the school day at a mutually agreed upon time an End of School Year Meeting to review the Annual Professional Performance Review rating will be held between the Central Office Administrator responsible for School Supervision and the building principal, prior to the last day of school. In the event the District has not received NYSED data or has compiled District data, the principal’s evaluation may include an incomplete composite score rating. At that meeting, the building principal will be provided with a copy of the Principal Performance Annual Review (PPAR) which shall be signed by the Central Office Administrator responsible for School Supervision and building principal acknowledging receipt of the document.
3. Once data from New York State Education Department and the District are compiled, in a timely and expeditious manner, the principal will receive a completed Principal Performance Annual Review (PPAR) score. A meeting during the school day at a mutually agreed upon time will be held between the principal and the building Central Office Administrator responsible for School Supervision for the evaluation. In addition, the building principal will receive a copy of any and all data provided by NYS (growth data) as well as YPS data used for his/her students’ scores.

Composite Score Meeting - At this meeting the building principal will be provided with a completed copy of the Principal Performance Annual Review (PPAR) signed by the Central Office Administrator responsible for School Supervision and the building principal.

Review Meeting - After the completed Composite Score Meeting in which the building principal receives his/her Principal Performance Annual Review (PPAR) rating of “ineffective” or “developing” and if s/he feels it is not justified, the building principal, with a designee of the YCA President shall meet with the Central Office Administrator responsible for School Supervision who wrote the performance review to hold a Review Meeting in a timely and expeditious manner, to examine the Principal Performance Annual Review (PPAR) within ten (10) school days of receipt of his/her composite rating. Within 5 days of the Review Meeting, if a resolution is reached (a mutually agreed upon rating), a new Principal Performance Annual Review (PPAR) will be issued to the YCA building principal and replace the initial Principal Performance Annual Review (PPAR), then the Appeal process ends.
4. If no resolution can be reached between the parties, the building principal with the YCA President or his/her designee, may request a formal appeal to the rating within fifteen (15) school days after the Review Meeting which will be held in a timely and expeditious manner. The notification for such appeal according to NYS law shall be in writing which must include a description of the specific areas of disagreement over his or her evaluation and it may contain supporting documentation. This request will be sent to the District’s Chief Academic Officer, a copy to the Superintendent and the YCA President.
5. Within fifteen (15) school days of his or her receipt of the building principal’s appeal, the Central Office Administrator responsible for School Supervision may respond in writing to the specific issues raised on appeal. The Superintendent or his/her designee will forward to the Central Office Administrator responsible for School Supervision a District response to the YCA President five (5) school days prior to the meeting.
6. Pre-Conference Meeting - Within fifteen (15) school days from the District’s receipt of a formal appeal request, a representative of

the YCA and a representative of the Superintendent will meet to review the Appeal and supporting documentation in an attempt to resolve the issue. If an agreement is reached regarding the appeal, the Appeal Process ends. If an agreement is not reached regarding the appeal, a hearing will be scheduled within ten (10) school days of this meeting.

7. Appeal Hearing -The appeal will take the form of a hearing (Appeal Hearing) which will be scheduled in a timely and expeditious manner, will be heard by an Appeal Committee consisting of three (3) YCA members appointed by the YCA President and three (3) persons appointed by the Superintendent of Schools. All members of the Appeal Hearing Committee will be trained in the YPS APPR process. Upon the Committees receipt of the Appeal Documents, from the YCA building principal and the Central Office Administrator responsible for School Supervision, the committee shall have five (5) school days to schedule an Appeal Hearing at a mutually agreed upon date and time between the YPS and YCA. The Appeal Committee will hear from the individual building principal and the Central Office Administrator responsible for School Supervision as well as review all the written documentation submitted to the committee. The YCA member may have a representative from the YCA accompany him/her. An individual who is appointed to the Appeal Committee cannot represent the YCA building principal. The written decision of the Appeal Committee must be delivered to the Superintendent of Schools, the YCA President, the Central Office Administrator responsible for School Supervision and building principal within fifteen (15) school days of the convened Appeal Hearing. Only documentation submitted at the time of this appeal hearing will be considered.

8. In the event the Appeal Committee cannot reach a decision at the conclusion of the fifteen (15) school days of the convened Appeal Hearing, the Appeal Committee will refer the appeal and all documents submitted to the Appeal Committee to an appointed impartial third party individual, mutually agreed upon by the Yonkers Council of Administrators and the Yonkers Public Schools. The third party individual must have received training in the new evaluation YPS APPR process. The third party individual has the right to submit questions in writing to either party on notice to the other party. All responses will be in writing and shared with all parties. A written decision shall be rendered by the third party individual, in a timely and expeditious manner, which is within fifteen (15) school days or sooner of receipt of the appeal request. (See attached list of four (4) third party individuals mutually agreed upon by the YCA and YPS that will be assigned by rotation through the hearings). In the event that a third party individual (See attached list) is no longer available, then a new replacement for the third party individual shall be negotiated between YCA and YPS.

9. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal Professional Annual Evaluation. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional annual evaluation, except as otherwise authorized by law. Nothing in this agreement, however, is meant or shall be construed to limit the rights of either party in disciplinary charges brought under Education Law Section 3020-a and nothing in this agreement is meant or shall be construed to waive any parties' access to a judicial forum to seek redress for alleged violations of statutory or constitutional rights.

Termination of a probationary principal for performance is governed by the APPR. The School District may, however, terminate a probationary principal without regard to the APPR, for statutorily and constitutionally permissible reasons other than a principal's performance that is the subject of the appeal, including but not limited to misconduct.

10. If a principal is rated "Developing" or "Ineffective", the parties agree to implement a Principal Improvement Plan (PIP). Within the Principal Improvement Plan (PIP), the activities determined shall be specific activities that are relevant to the area(s) of need in the PIP as they relate to the specific needs identified in the evaluation and are to be carried out during the school day. (See Section D- APPR Jan 2013)

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

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

All Administrators who will evaluate the building principals will be trained for one week and certified as Lead Evaluators. If an evaluator does not acquire certification they will continue to be trained until certification is obtained. They have received training on the Multi-dimensional Performance Rubric, NYS Teaching Standards, ISLLC Standards and evidence based assessments. The evaluators have assisted with the development of this plan are very familiar with the Yonkers Public School Model. We have also been working with outside consultants (CSSR, Corp.) who have put us through video training and qualifying sessions - similar to what NYS has used to qualify and certify individuals. To demonstrate inter-reliability, the administrators will meet and compare their collection

of evidence and data and rate this data measuring the particular variable by determining the appropriate score for that variable demonstrating joint probability. This will be done on an on-going basis-weekly, biweekly. This certification and review process will be reviewed and revisited every year to re-certify or certify any administrator evaluating principals.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
-

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Saturday, August 31, 2013

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### Page 1

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

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

[assets/survey-uploads/12158/609243-3Uqgn5g9Iu/Appr Updated Signature Page 2013.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.



## YONKERS PUBLIC SCHOOLS

### **20% Based on Student Growth on NYS Assessments or Comparable Measures**

Two subcomponents of the New York State new evaluation system require measures of student learning. The state requires that 20% of a teacher's evaluation is from student growth on the NYS Assessments or other comparable measures. Each grade level will be measured as follows:

#### **Grades Kindergarten through Grade 2:**

As there is no NYS Assessment the District has chosen a comparable measure from the NYS approved list of assessments; Measure Of Academic Progress (MAP) ELA and Math Assessment. Student will take the pre-test in the fall of the assessment to establish a baseline and then take the post-test in the Spring to establish growth. Growth will be measured based on gains from Fall to Spring Assessments. The teacher of record's student roster will be assessed to see the number of students that reach the minimum rigor expectation for growth of 45<sup>th</sup> percentile by the Spring post-test. The number of students will be converted into a percentage. The percentage of students reaching the district's goal of the growth target of 45 percentile is associated with points to be awarded the teacher.

### MEASURES OF ACADEMIC PROGRESS (MAP)

#### GROWTH MODEL ASSESSMENT FOR GRADES KINDERGARTEN THROUGH 2

The Measures of Academic Progress (MAP) is a web based adaptive benchmark assessment which meets NYS mandates for teachers and lead evaluators as well as a diagnostic program to support individualized instruction and student growth. This assessment will also provide necessary data for chances for early academic success. The assessment measures the functional skills of letters and number understanding including reading and math test. This assessment measures academic growth. Concepts covered: In reading tests: phonological awareness, phonics, concepts of print and vocabulary, word structure, comprehension and writing. In the math assessment: problem solving, number sense, computation, measurement and geometry, statistics, probability and algebra.

**Measures of Academic Progress Assessment Rating Scale For Teachers:**

Measure of Academic Progress MAP Assessment is given two times a year: Pre-test Fall (October) and Post-test Spring (June). Growth will be measured from the Fall pre-test to the Spring post-test. The assessment yields a percentile score provided by NWEA. Proficiency has been determined to be at the 45<sup>th</sup> percentile which is the minimum rigor expectation for growth, hereafter refer to the growth target. The number of students on a teacher’s roster that reach Growth Target by the Spring post-assessment, will be measured by percentage. The percentage of students reaching the Growth Target is associated with points to be awarded to the teacher. The percentage on chart is the minimum percent necessary to receive the corresponding HEDI value.

	<b>Percentage Of Students Meeting Growth Target On the Measures of Academic Progress Assessment</b>	<b>Points Associated To Percentage of Students Reaching Growth Target</b>
<b>HIGHLY EFFECTIVE</b> 18-20	<b>100%</b>	<b>20</b>
	<b>95%</b>	<b>19</b>
	<b>90%</b>	<b>18</b>
<b>EFFECTIVE</b> 9-17	<b>85%</b>	<b>17</b>
	<b>80%</b>	<b>16</b>
	<b>75%</b>	<b>15</b>
	<b>70%</b>	<b>14</b>
	<b>65%</b>	<b>13</b>
	<b>60%</b>	<b>12</b>
	<b>55%</b>	<b>11</b>
	<b>50%</b>	<b>10</b>
<b>DEVELOPING</b> 3-8	<b>45%</b>	<b>9</b>
	<b>40%</b>	<b>8</b>
	<b>35%</b>	<b>7</b>
	<b>30%</b>	<b>6</b>
	<b>25%</b>	<b>5</b>
	<b>20%</b>	<b>4</b>
<b>INEFFECTIVE</b> 0-2	<b>15%</b>	<b>3</b>
	<b>10%</b>	<b>2</b>
	<b>5%</b>	<b>1</b>
	<b>0%</b>	<b>0</b>

**Grade 3 ELA / Math Assessments and Grade 8 NYS Science Assessment:**

Student Growth: NYS Assessment in ELA / Math and Science

An SLO is written that all third grade students will take the NYS ELA and Math Assessments and 8<sup>th</sup> grade students will take the 8<sup>th</sup> grade NYS Science Assessment. The minimum rigor expectation for growth will be determined by the teachers giving practice and pre- tests similar to the NYS Assessment and will be approved by District Administration. The target to measure growth will be to take the percentage of students who reach proficiency on the ELA and Math Assessments (3 or 4) combined scores on both the ELA and Math Assessments and the percentage score of 3 or 4 on the NYS Science Assessment. We have created a chart corresponding with the HEDI Rating, the percentage of students attaining the Growth Target as it is associated with points to be awarded to the teacher of record. (See chart below)

**Grade 3 and Grade 8 HEDI Criteria for Using SLOs for 20% Student Growth Score**

Teacher Rating	Ineffective 0-2	Developing 3-8	Effective 9-17	Highly Effective 18-20
Percentage of students whose progress meet minimum expectation for growth of Levels 3 and 4 on the NYS Assessments	0-29%	30-46%	47-79%	80% or greater

HEDI Scoring Bands for 20% Student Growth Score based on the Other Comparable Measure (SLOs)

Rating	Percentage of Students Attaining Growth Targets (Levels 3 and 4)	Overall Teacher Score
Highly Effective	85 or greater than	20
Highly Effective	83-84	19
Highly Effective	80-82	18
Effective	74-79	17
Effective	70-73	16
Effective	68-69	15
Effective	64-67	14
Effective	60-63	13
Effective	56-59	12
Effective	52-55	11
Effective	50-51	10
Effective	47-49	9
Developing	45-46	8
Developing	43-44	7
Developing	40-42	6
Developing	37-39	5
Developing	33-36	4
Developing	30-32	3
Ineffective	12-29	2
Ineffective	3-11	1

Ineffective	0-2	0
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**Grade 4 through Grade 8 Teachers ELA and Math:**

For grade 4- 8 there will be a growth score provided by NYS, based on State Assessment scores.

They will receive one of the following rating:

HEDI SCALE:	Highly Effective	Effective	Developing	Ineffective
	18-20	9-17	3-8	0-2

HEDI SCALE: Value Added Model	Highly Effective	Effective	Developing	Ineffective
	22-25	10-21	3-9	0-2

**Grade 9, 10 and Grade 12 Teachers:**

For Grade 9,10 and 12 the District has chosen a comparable measures-the NYS Regents Exams for those teachers who have 50% or more of the students on the teacher of record’s roster are registered for that course. The teacher will be rated on that Regents Exam. If the teacher does not have a Regents associated with the course they are teaching they will use an SLO along with the grade level assessment associated with that specific course. They will give pre- and a post- assessment measure. The assessment will be administered in both the fall and spring. See the chart below:

**REGENTS EXAMS - SLOs (20%)**

This chart will be used for all New York State Regents Exams used to measure growth. For each teacher who teaches a Regents Course 50% of the time will be assessed using the respective Regents Exam. The percentage of students on their roster meeting the District’s minimum rigor expectation for growth of a grade of 65 or greater will be used to award the teacher 0-20 points for their 20% Growth Measure.

Percentage of Students Reaching the Growth Target of Passing the Regents at 65or greater than	Teacher Value Points	HEDI RATING
96-100	20	Highly Effective
91-95	19	Highly Effective
86-90	18	Highly Effective
81-85	17	Effective
76-80	16	Effective

71-75	15	Effective
66-70	14	Effective
61-65	13	Effective
56-60	12	Effective
51-55	11	Effective
46-50	10	Effective
41-45	9	Effective
36-40	8	Developing
31-35	7	Developing
26-30	6	Developing
21-25	5	Developing
16-20	4	Developing
11-15	3	Developing
6-10	2	Ineffective
1-5	1	Ineffective
0	0	Ineffective

**ALL OTHER COURSE(S) AND NON-REGENTS COURSE(S) - SLOs (20%)**

The points awarded will be based on the percentage of students showing growth from the pre- and post- test comparison

This chart will be used for all SLOs used to measure growth. For those teachers whose HEDI score will be measured by using SLOs, the percentage of students on the teachers verified roster meeting the theDistrict’s minimum rigor expectation for growth of a grade of 65 or greater will be used to award the teacher 0-20 points associated with the HEDI Rating for their 20% Growth Measure.

Percentage of Students Reaching the Growth Target	Teacher Value Points	HEDI RATING
96-100	20	Highly Effective
91-95	19	Highly Effective
86-90	18	Highly Effective
81-85	17	Effective
76-80	16	Effective
71-75	15	Effective
66-70	14	Effective
61-65	13	Effective
56-60	12	Effective
51-55	11	Effective
46-50	10	Effective
41-45	9	Effective
36-40	8	Developing
31-35	7	Developing
26-30	6	Developing
21-25	5	Developing

<b>16-20</b>	<b>4</b>	<b>Developing</b>
<b>11-15</b>	<b>3</b>	<b>Developing</b>
<b>6-10</b>	<b>2</b>	<b>Ineffective</b>
<b>1-5</b>	<b>1</b>	<b>Ineffective</b>
<b>0</b>	<b>0</b>	<b>Ineffective</b>

**Grade 11:**

If a NYS Regents Exam is given for a course the teacher is teaching to 50% of their roster, they will be rated using that specific Regents Exam. (See Regents SLOs Chart above)

For those teachers not being rated by a Regents Exam the District has chosen from the NYS approved measures the College Board PSAT (Preliminary SAT) . Based on the average composite scores of the three subtests, scores will be compared from pre-test taken in grade 10 and compared to the grade 11 results to establish growth measure.

**GRADE 11: College Board - PSAT Assessments**

**PSAT** -The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and [National Merit Scholarship Corporation \(NMSC\)](#). It's a standardized test that provides firsthand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

Based on the student’s growth, (10% growth of the difference between the PSAT score and the maximum possible SAT score, from the 10<sup>th</sup> Grade PSAT to the 11<sup>th</sup> Grade administration), will be measured based on an average composite score of the three subtests of these College Board Assessments as reported by College Board:

- Critical Reading
- Writing Skills
- Mathematics

**Conversion Table: From the College Board PSAT**

Average Results on the PSAT Assessment	Overall Student Rating
651 – 800	Exemplary
501 - 650	Proficient
301 - 500	Progressing
200 - 300	Does Not Meet Standards

**RATING SCALE: PSAT**

HEDI RATING	Percentage of Students Showing Growth (10%) on the College Board PSAT (Pre- and Post-Assessment)	Percentage or Points Awarded To Staff
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16

<b>Effective</b>	<b>71-75</b>	<b>15</b>
<b>Effective</b>	<b>66-70</b>	<b>14</b>
<b>Effective</b>	<b>61-65</b>	<b>13</b>
<b>Effective</b>	<b>56-60</b>	<b>12</b>
<b>Effective</b>	<b>51-55</b>	<b>11</b>
<b>Effective</b>	<b>46-50</b>	<b>10</b>
<b>Effective</b>	<b>41-45</b>	<b>9</b>
<b>Developing</b>	<b>36-40</b>	<b>8</b>
<b>Developing</b>	<b>31-35</b>	<b>7</b>
<b>Developing</b>	<b>26-30</b>	<b>6</b>
<b>Developing</b>	<b>21-25</b>	<b>5</b>
<b>Developing</b>	<b>16-20</b>	<b>4</b>
<b>Developing</b>	<b>11-15</b>	<b>3</b>
<b>Ineffective</b>	<b>6-10</b>	<b>2</b>
<b>Ineffective</b>	<b>1-5</b>	<b>1</b>
<b>Ineffective</b>	<b>0</b>	<b>0</b>

## LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT

Local measures shall be based upon average student achievement on either a NYS approved third party or district developed assessment. Each student on the teacher's confirmed roster will receive a point value score based on his or her achievement. The teacher's HEDI rating (20%) will be determined by the percentage of students reaching growth targets/proficiency. Proficiency will be measured by using grade equivalent scores demonstrating a yearly growth between pre-post assessments (current year). Yearly growth will be 10 months growth on the Iowa Assessment as reported by the grade equivalent score.

The Yonkers Public School District will utilize the Iowa Assessments (aligned to the NYS Common Core Learning Standards)- which is an approved third party assessment for the current year school year. The parties agree to review assessments for locally selected measures in subsequent school years. For all other staff members not covered under the Iowa Assessment, we will utilize the District-developed assessments which are rigorous, comparable, and have been verified and approved by the Superintendent.

### **IOWA ASSESMENTS**

The Iowa Assessments measure the continuum of achievement of student progress from Kindergarten through Grade 8. This psychometrically rigorous assessment measures growth and achievement in core academic areas. The Iowa Assessment monitors growth, indicates college and career readiness and is aligned to and reports on the Common Core Learning Standards.

Recommended Levels of Testing:

Grade	Pre-test-Level	Post-test-Level
K	5/6	5/6
1	5/6	7
2	7-8	8
3	8-9	9
4	10	10
5	11	11
6	12	12
7	13	13
8	14	14

## HEDI Bands for the 20% Locally Selected Measure of Student Achievement

IOWA ASSESSMENT (Grades K – 8)

RATING	Percent of Students Reaching District Yearly Growth Goal(Proficiency)	Teachers Score
Highly Effective	82 or greater than	20
Highly Effective	81	19
Highly Effective	80	18
Effective	76-79	17
Effective	72-75	16
Effective	68-71	15
Effective	65-67	14
Effective	63-64	13
Effective	60-62	12
Effective	58-59	11
Effective	56-57	10
Effective	50-55	9
Developing	48-49	8
Developing	42-47	7
Developing	36-41	6
Developing	34-35	5
Developing	31-33	4
Developing	30	3
Ineffective	16-29	2
Ineffective	1-15	1
Ineffective	0	0

The growth target/proficiency level will be determined using the grade equivalent score. The growth level will be measured by monthly growth/yearly growth goal set by the district on the Iowa Assessment.

## Value Added Measure –

If the New York State Regents approved value – added the following locally selected measures will be utilized based on 15%:

### LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT

Local measures shall be based upon average student achievement on either a NYS approved third party or district developed assessment. Each student on the teacher’s confirmed roster will receive a point value score based on his or her achievement. The teacher’s HEDI rating (15%) will be determined by the percentage of students reaching growth target/proficiency. Proficiency will be measured by using grade equivalent scores demonstrating a yearly growth between pre-post assessments (current year). The pre-assessment shall be administered in February and the post assessment shall be administered in of June .

The Yonkers Public School District will utilize the Iowa Assessments (aligned to the NYS Common Core Learning Standards)- which is an approved third party assessment for the current year school year. The parties agree to review assessments for locally selected measures in subsequent school years. For all other staff members not covered under the Iowa Assessment, we will utilize the District-developed assessments which are rigorous, comparable, and have been verified and approved by the Superintendent.

### IOWA ASSESMENTS

The Iowa Assessments measure the continuum of achievement of student progress from Kindergarten through Grade 8. This psychometrically rigorous assessment measures growth and achievement in core academic areas. The Iowa Assessment monitors growth, indicates college and career readiness and is aligned to and reports on the Common Core Learning Standards.

Recommended Levels of Testing:

Grade	Pre-test-Level	Post-test-Level
K	5/6	5/6
1	5/6	7
2	7-8	8
3	8-9	9
4	10	10
5	11	11
6	12	12
7	13	13
8	14	14

## HEDI Bands for the 15% Locally Selected Measure of Student Achievement

IOWA ASSESSMENT (Grades 4 – 8)

RATING	Percent of Students Reaching District Yearly Growth Goal (Proficiency)	Teachers Score
Highly Effective	82 or greater than	15
Highly Effective	80-81	14
Effective	75-79	13
Effective	70-74	12
Effective	65-69	11
Effective	60-64	10
Effective	55-59	9
Effective	50-54	8
Developing	41-49	7
Developing	38-40	6
Developing	33-37	5
Developing	30-32	4
Developing	26-29	3
Ineffective	13-25	2
Ineffective	1-12	1
Ineffective	0	0

## LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT

Local measures shall be based upon average student achievement on either a NYS approved third party or district developed assessment. Each student on the teacher's confirmed roster will receive a point value score based on his or her achievement. The teacher's HEDI rating (20%) will be determined by the percentage of students reaching growth targets/proficiency. Proficiency will be measured by using grade equivalent scores demonstrating a yearly growth between pre-post assessments (current year). Yearly growth will be 10 months growth on the Iowa Assessment as reported by the grade equivalent score.

The Yonkers Public School District will utilize the Iowa Assessments (aligned to the NYS Common Core Learning Standards)- which is an approved third party assessment for the current year school year. The parties agree to review assessments for locally selected measures in subsequent school years. For all other staff members not covered under the Iowa Assessment, we will utilize the District-developed assessments which are rigorous, comparable, and have been verified and approved by the Superintendent.

### **IOWA ASSESMENTS**

The Iowa Assessments measure the continuum of achievement of student progress from Kindergarten through Grade 8. This psychometrically rigorous assessment measures growth and achievement in core academic areas. The Iowa Assessment monitors growth, indicates college and career readiness and is aligned to and reports on the Common Core Learning Standards.

Recommended Levels of Testing:

Grade	Pre-test-Level	Post-test-Level
K	5/6	5/6
1	5/6	7
2	7-8	8
3	8-9	9
4	10	10
5	11	11
6	12	12
7	13	13
8	14	14

## **Grades K – 6:**

The Kindergarten through Grade 6 classroom teachers will administer the Iowa Assessment by using the subtests of ELA and Math:

<u>ELA:</u>	Reading	<u>MATH:</u>	Mathematics
	Written Expression		Computation
	Conventions of Writing		
	Vocabulary		

## **Grade 7 and Grade 8:**

The Grade 7 and 8 English, Math, Science and Social Studies teachers will administer the Iowa Assessment by using their respective core area subtests ELA, Math, Science and Social Studies:

<u>ELA:</u>	Reading	<u>MATH:</u>	Mathematics
	Written Expression		Computation
	Vocabulary	<u>SOCIAL STUDIES</u>	
	Spelling		
	Capitalization and Punctuation	<u>SCIENCE</u>	

## **Grades 9 – 12**

The high school level teachers will use SLO (Student Learning Objective). If there is a Regents Exam or State Assessment, that must be included into the SLO as a measure.

ELA (English Teachers):

Will use SLO 's by grade levels to include, on the 11<sup>th</sup> grade, the English Regents Exam.

MATH: Course specific SLO's to include Regents Exams

SCIENCE: Course specific SLO's to include Regents Exams

SOCIAL STUDIES: Course specific SLO's to include Regents Exams

SLO (Student Learning Objectives)

All other teachers will use a Student Learning Objective Assessment. The following is a list of teachers including but not limited to:

ALL OTHER STAFF: Will use SLO's based on  $\geq 50\%$  of a specific subject/courses they teach.

The following is a list of all other teachers including but not limited to:

Music

Art

Physical Education

Foreign Language

Health

CTE Teachers

ESL

Reading

Business

Technology

Specialized IB Course taught  $\geq 50\%$  of the time

Specialized "themed based" courses  $\geq 50\%$  of the time

## HEDI Bands for the 20% Locally Selected Measure of Student Achievement

IOWA ASSESSMENT (Grades K – 8)

RATING	Percent of Students Reaching District Yearly Growth Goal(Proficiency)	Teachers Score
Highly Effective	82 or greater than	20
Highly Effective	81	19
Highly Effective	80	18
Effective	76-79	17
Effective	72-75	16
Effective	68-71	15
Effective	65-67	14
Effective	63-64	13
Effective	60-62	12
Effective	58-59	11
Effective	56-57	10
Effective	50-55	9
Developing	48-49	8
Developing	42-47	7
Developing	36-41	6
Developing	34-35	5
Developing	31-33	4
Developing	30	3
Ineffective	16-29	2
Ineffective	1-15	1
Ineffective	0	0

The growth target/proficiency level will be determined using the grade equivalent score. The growth level will be measured by monthly growth/yearly growth goal set by the district on the Iowa Assessment.

## HIGH SCHOOL NON-REGENTS Course- SLOs (20%)

**The points awarded will be based on the percentage of students showing growth from the pre- and post- test comparison**

This chart will be used for all SLOs used to measure growth goal/proficiency by the district. For each teacher whose grade, subject/course(s) are measured using SLOs will be assessed. The percentage of students school-wide attaining a grade of 65 or greater will be used to award the teacher 0-20 points associated with the HEDI Rating for their 20% Growth Measure.

Percentage of Students Reaching District Growth Goal Proficiency of Passing Post Assessment at 65 points or greater	Teacher Value Points	HEDI RATING
96-100	20	Highly Effective
91-95	19	Highly Effective
86-90	18	Highly Effective
81-85	17	Effective
76-80	16	Effective
71-75	15	Effective
66-70	14	Effective
61-65	13	Effective
56-60	12	Effective
51-55	11	Effective
46-50	10	Effective
41-45	9	Effective
36-40	8	Developing
31-35	7	Developing
26-30	6	Developing
21-25	5	Developing
16-20	4	Developing
11-15	3	Developing
6-10	2	Ineffective
1-5	1	Ineffective
0	0	Ineffective

## REGENTS EXAMS - SLOs (20%) LOCAL

This chart will be used for all New York State Regents Exams used to measure growth/proficiency. For each teacher who teaches a Regents Course 50% of the time will be assessed using the respective Regents Exam. The percentage of students school-wide attaining a grade of 65 or greater will be used to award the teacher 0-20 points for their 20% local Growth Measure set by the district (proficiency).

Percentage of Students Reaching the Growth Target of Passing the Regents at 65 or greater	Teacher Value Points	HEDI RATING
96-100	20	Highly Effective
91-95	19	Highly Effective
86-90	18	Highly Effective
81-85	17	Effective
76-80	16	Effective
71-75	15	Effective
66-70	14	Effective
61-65	13	Effective
56-60	12	Effective
51-55	11	Effective
46-50	10	Effective
41-45	9	Effective
36-40	8	Developing
31-35	7	Developing
26-30	6	Developing
21-25	5	Developing
16-20	4	Developing
11-15	3	Developing
6-10	2	Ineffective
1-5	1	Ineffective
0	0	Ineffective

**ADJUSTMENT SCORES: Goals for Local Measures:**

This Adjustment Scores Agreement for the current year. This will be reviewed for the next and future school year(s).

Each student in a teacher’s confirmed roster, shall receive a point value score based upon the score received on the student’s assessment results. A teacher’s Local Measures subcomponent score shall be determined by calculating the average points received based upon the assessment scores that applies for the said teacher, of all the students within the teacher’s roster, subject to any adjustments set forth in the chart below.

The teacher may receive up to two (2) additional points/not exceeding two HEDI points as a result of the controls

**Adjustment Factors:**

These adjustment factors will apply to all students in grades K-12 who are classified SWD and receiving services in a resource program, self-contained classroom or integrated classroom will receive adjustments as indicated below.

These adjustment factors will also apply to students in grades K-12 who are classified E.L.L. students. These students will also receive adjustments based on their levels as indicated below.

Individual assessment scores for students who are classified as Students with Disabilities, English Language Learners (beginning, intermediate and advanced), shall be multiplied by the factors set forth below and a new local measure score will be calculated and recorded. These new scores will recalculate the teacher's 20% local assessment measure score. The teacher's HEDI Score may only be increase for this section by a maximum of 2 points (not to exceed 2 points added)

Category	Factor
Students with Disabilities in Self-Contained Classrooms	1.30
Students with Disabilities in Integrated Classrooms	1.20
Students with Disabilities with Resource Services	1.15
ELL Beginning Level	1.30
ELL Intermediate Level	1.20
ELL Advanced Level	1.15

Historically these sub-groups Special Education (SWD) and English Language Learners (ELL) under performed in these categories from our other students. To mitigate any problems, incentive teachers have no say in their class rosters. They receive these rosters on day one of class set by the district.

If more than one factor is applicable, the highest factor shall be used in conjunction with the scoring bands as set forth in this Locally Measured Section of the APPR.





YONKERS PUBLIC SCHOOLS

Professional Annual Evaluation Composite Summary Form

20\_\_ - 20\_\_

Supervising Administrator should attach the Professional Annual Evaluation Worksheet.

**NYSUT TEACHER PRACTICE RUBRIC SUMMARY**

Assess the teacher in all sections as related to the Teacher Performance Standards. <b>Based on the evidence gathered</b> , note the level of performance as described by the performance rating scale. All components in each section must be rated. Complete a general narrative which includes reflections of your rating.	<b>Rating Scale:</b> HE = Highly Effective E = Effective D = Developing I = Ineffective	Attendance Sick _____ Personal _____ Other _____ Tardies _____	
	Name _____ School _____	Grade/Subject: _____ Date: June _____	
	<input type="checkbox"/> Tenure <input type="checkbox"/> Probationary	Date of Tenure: _____	
Supervising Administrator: _____			

ASSESSMENT OF TEACHER EFFECTIVENESS STANDARDS/ELEMENTS	ELEMENT SCORES
Standard 1/ Element I: Knowledge of Student and Student Learning	
Standard 2/ Element II: Knowledge of Content and Instructional Planning	
Standard 3 / Element III: Instructional Practices	
Standard 4 / Element VI: Learning Environment	
Standard 5 / Element V: Assessment for Student Learning	
Standard 6 / Element VI: Professional Responsibilities and Collaboration	
Standard 7 / Element VII: Professional Growth	
Subtotal ÷ 7 = Total	
<b>TOTAL SCORE</b>	

**CONVERTING THE NYSUT RUBRIC POINTS:**

**60% Rubric Points:**

OVERALL RUBRIC SCORE	LEVEL	POINT DISTRIBUTION BY LEVEL
1.0	INEFFECTIVE	0
1.1		13
1.2		30
1.3		40
1.4		54
1.5 – 1.9	DEVELOPING	55
2.0- 2.4		56
2.5 – 2.9	EFFECTIVE	57
3.0 - 3.4		58
3.5 – 3.7		59
3.8 - 4.0	HIGHLY EFFECTIVE	60

General Comments

Teacher's Comments

<p><b><u>OVERALL RUBRIC RATING (60%)</u></b></p> <p> <input type="checkbox"/> <b>Highly Effective</b> ( 59 - 60)  <input type="checkbox"/> <b>Effective</b> ( 57 - 58)  <input type="checkbox"/> <b>Developing</b> ( 55 - 56)  <input type="checkbox"/> <b>Ineffective</b> ( 0 - 54)                 </p>		<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>
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<p><b>This section will be signed by both the teacher and administrator if the other two sections are incomplete due to missing NYS or District data. The teacher will receive a signed copy of this document.</b></p>	
Principal's Signature:	Date:
Teacher's Signature:	Date:





## **Teacher Observation and Evaluation**

### **60% OTHER MEASURES OF TEACHER EFFECTIVENESS OBSERVATION PROCESS (31 POINTS)**

All of the points (31 points) assigned to the classroom observation process used to evaluate and observe teachers will be issued using the NYSUT Teacher Practice Rubric 2012 Edition.

#### **(1) Probationary Teachers:**

Probationary teachers will receive three (3) formal observations. The observations will be in person and conducted by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

- a. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first observation will include a pre-observation conference, announced observation, and a post-observation conference. The pre and post-observation conferences will take place during the school day, at a mutually agreed upon time by the teacher and administrator. This observation will be conducted no later than the end of November and the observation will be announced. The observation must be scheduled within three (3) workdays of the pre-observation conference. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A specific time/day of observation will be determined at the pre-observation conference. The observation will have a total value of 10 points.
- b. Two (2) formal observations will be conducted by a trained and certified Lead Evaluator (administrator). These observations will be conducted no later than the end of April; the first of the two (2) observations will be unannounced and the third can be either announced or unannounced. The procedures for both observations will be the same as above in step (1)(a). Each observation will have a total point value of 10.5 points.
- c. A probationary teacher whose service may be terminated shall be entitled, upon request, to a formal hearing with the Superintendent or his/her designee. The teacher may be accompanied by the YFT President or his/her designee. Any additional information submitted at this hearing will be reviewed by the Superintendent or his/her designee before reaching a final decision.
- d. The post conference meetings should take place within two (2) weeks of each observation at which time the teacher shall receive a copy of the written observation signed by the administrator. The teacher shall have the right to make comments on the observations. A copy of the administrator's observation with the teacher's comments

and signature shall be placed into the teacher's personnel file. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

**(1A) Shared Teacher (Probationary):**

Shared teachers are teachers who are assigned to two or more schools for the school year. Shared teachers will receive three (3) formal observations a year by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

- a. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. The third formal observation will be decided by both administrators as to who will conduct the observation. The building administrators from these assigned schools will decide who among them will complete the first, second, and third of the three (3) observations. If there is no mutual agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15<sup>th</sup> as to who will conduct each of the observations. Administrators from both schools will collaborate on the shared teacher's final evaluation to determine one rubric score (60%).
  - i. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first formal observation will be an announced observation and the observation will be conducted no later than the end of November. Teachers will be notified and the observation must be scheduled within three (3) workdays of the pre-observation conference. In the event that the observation does not take place as scheduled, a new pre-observation conference will be required. A specific time/day of observation will be determined at the pre-observation conference. The pre and post observation conference will be held during the school day at a mutually agreed upon time by the teacher and administrator. The observation will have a total value of 10 points.
  - ii. Two (2) formal observations will be conducted by a trained and certified Lead Evaluator (administrator). These observations will be conducted no later than the end of April; the first of the two (2) observations will be unannounced and the last can be either announced or unannounced. If the third (3<sup>rd</sup>) observation is announced, teachers will be notified at least three (3) working days before the observation. A pre and post-observation conference will be held during the school day, at mutually agreed upon time by the teacher and administrator. These observations will follow the same procedures as in steps (1A)(a)(i). Each observation will have a total point value of 10.5 points.

- iii. The post conference meetings should take place within two (2) weeks of each observation at which time the teacher shall receive a copy of the written observation signed by the administrator.
  
- b. Shared teachers who are in more than two (2) schools will receive three (3) formal observations a year. The building administrator from these assigned schools will decide who among them will complete each of the three (3) observations. Each of the three (3) observations will be conducted in a different school by a different trained and certified Lead Evaluator (administrator). If there is no mutual agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15<sup>th</sup> as to who will conduct the observations. The observations shall follow the same procedures as described in (1A) a. (i), (ii), (iii) above.
  
- c. The teacher shall have the right to make comments on the observations. A copy of the administrator's observation with the teacher's comments and signature shall be placed into the teacher's personnel file. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

## **(2) Tenured Teachers:**

Tenured teachers will receive two (2) formal observations. The observations will be in person and conducted by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

- a. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first observation will be an announced observation. Teachers will be notified at least five (5) working days before the observation and the observation will be conducted no later than the end of November. Upon request, the tenured teacher has the right to a pre and post-observation conference during the school day, at mutually agreed upon time by the teacher and administrator. This does not preclude the administrator from meeting with teachers as she/he deems necessary at a mutually agreed upon time during the school day. The observation will have a total point value of 15.5 points.

- b. The second formal observation will be conducted by a trained and certified Lead Evaluator (administrator). This will be an unannounced observation and will be conducted no later than the end of April. Upon request, the teacher has the right to a post-observation conference during the school day at a time mutually agreed upon by the teacher and administrator. This second observation will have a total point value of 15.5 points.
- c. The observation forms, signed by the administrator and teacher shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of the a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

**(2A) Shared Teacher (Tenured):**

Shared teachers are teachers who are assigned to two or more schools for the school year. Shared teachers will receive two (2) formal observations a year by a trained and certified Lead Evaluator (administrator). The process of these observations will be as follows:

- a. If the split is .5/.5, the shared teacher will receive one formal observation from each assigned school for the year. Teachers will be notified no later than October 15th as to who will conduct each observation. Administrators from both buildings will collaborate on the shared teacher's final evaluation to determine one rubric score (60%).
  - i. One formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The first observation will be an announced observation and the observation will be conducted no later than the end of November. Teachers will be notified at least five (5) working days before the observation. Upon request, the tenured teacher has the right to a pre and post-observation conference during the school day, at mutually agreed upon time by the teacher and administrator. This will not preclude the administrator from meeting with teachers as s/he deems necessary at a mutually agreed upon time during the school day. The observation will have a total point value of 15.5 points.
  - ii. The second formal observation will be conducted by a trained and certified Lead Evaluator (administrator). The observation will be an unannounced observation and the observation will be conducted no later than the end of April. Upon request the teacher has the right to a post observation conference during the school day at a time mutually agreed upon by the teacher and administrator. This will not preclude the

administrator from meeting with teachers as s/he deems necessary at a mutually agreed upon time during the school day. This second observation will have a total point value of 15.5 points.

- b. Shared teachers who are in more than two (2) schools will receive two (2) formal observations a year. The building administrator from these assigned schools will decide who among them will complete the first of the two (2) observations and the second of the two (2) observations different-school. Each of the two (2) observations will be conducted in a by a different trained and certified Lead Evaluator (administrator). If there is no mutual agreement on which of the administrators will conduct the observations, a designated Central Office Administrator will make the determination. The teacher will be notified no later than October 15<sup>th</sup> as to who will conduct the observations.
- c. The observation forms, signed by the administrator and teacher shall be placed in the teacher's personnel file and the teacher may comment on each observation within a school year. During the course of a school year, the teacher shall, at the teacher's request, have access to such notes and the right to comment on them.

**(3) Annual Evaluation:** All probationary and tenured teachers covered under 3012-C shall receive a written evaluation on the appropriate (PAECS) Professional Annual Evaluation Composite Summary form. Ratings on this PAECS form shall be of a "HEDI" nature. This evaluation will be based on a 100 point system and the rating will be determined using a HEDI scale.

H = Highly Effective

E = Effective

D = Developing

I = Ineffective

A teacher shall be entitled to comment on the written evaluation report, sign it, and retain one copy.

## APPR- TEACHER ATTENDANCE CRITERIA

In the NYSUT Teacher Practice Rubric, 2012 Edition, Element VI-#4b., rates teachers on attendance. The BOE criteria for this element will be as follows:

Rating	4	3	2	1
Days Absent	0-4	5-8	9-11	12>

If there have been extenuating circumstances regarding teacher's attendance, when calculating attendance rating, your decision should be based on "normal attendance patterns". Also a comment should be added to the General Comment section reflecting the reason for excessive absence. Conferences, bereavement, worker's compensation, and leaves of absence (including, but not limited to FMLA, maternity leave, military leave, sick leave, child care leave) shall not negatively impact a teacher's rating.

## **Teacher Improvement Plan (TIP)**

**Purpose: To provide guidance and assistance to the teachers and support staff in need of improvement.**

A Teacher Improvement Plan shall be developed and implemented for:

- Any probationary or tenured teacher whose Annual Professional Performance Review has been rated “ineffective”, “developing” or “unsatisfactory”. A Teacher Improvement Plan will be developed for the new/next school year.
- Any probationary teacher whose “observation(s)” throughout the school year are rated “unsatisfactory”, a Teacher Improvement Plan will be developed based on the agreed timeframe.
- If a teacher transfers to another school, the Teacher Improvement Plan is developed by the teacher and the principal who rated the teacher’s Annual Professional Performance Review as “ineffective” or “developing” or “unsatisfactory”.

The following steps are taken to ensure that this Teacher Improvement Plan yields the most effective results:

1. For all teachers who receive a rating of “ineffective”, “developing” or “unsatisfactory” on their Annual Professional Performance Review: within ten (10) school days of the Annual Professional Performance Review, the teacher and administrator/observer must meet to develop the TIP at a mutually agreed upon time during the school day. The teacher and/or administrator may choose to include other district support staff but not limited to curriculum specialists, subject area coordinators, department representatives, union representatives, etc.
2. For a probationary teacher who receives an “unsatisfactory” observation during the school year: within (10) school days of the “unsatisfactory” observation the teacher and administrator/observer must meet to develop the Teacher Improvement Plan at a mutually agreed upon time during the school day. The teacher and/or administrator may choose to include other district support staff but not limited to curriculum specialists, subject area coordinators, department representatives, union representatives, etc.
3. The Teacher Improvement Plan will include:
  - a. **Area(s) of Need As They Relate to the Specific Needs Identified in the Evaluation:** Identify the area(s) of need perceived by the teacher and/or administrator in reference to comments in observation/Annual Performance Review Evaluation. No comments should be made to an area of need if not in the teacher’s observation or Annual Performance Review.

- b. **Administrator Responsibility and Activities:** The administrator is responsible for identifying and implementing activities in addition to observations, doing walk-throughs and reviewing instructional plans as they relate to the specific area of need(s). These activities must be implemented during the school day.
  - c. **Teacher Responsibility and Activities:** The teacher is responsible for identifying and implementing activities as they relate to the specific area of need(s). These activities must be implemented during the school day.
  - d. **Timeline:** Teacher and administrator jointly develop the time frame in which the activities are to be implemented/completed. The timeframe shall not exceed one(1) month.
4. When the plan is completed and signed, the administrator shall immediately provide a copy to the teacher.
5. Two review meetings are held to determine progress of the implementation and/or any adjustments that should be made to the plan.
- a. Each review meeting will be held during the school day after a maximum interval of one month.
  - b. After two reviews, the teacher and administrator mutually determine the need for additional reviews.
  - c. If the teacher (tenure/probationary) receive an satisfactory or higher rating on a formal observation, the Teacher Improvement Plan will no longer be in effect.
  - d. If a probationary teacher subsequently receives an unsatisfactory rating on a formal observation, a newly developed Teacher Improvement Plan will be created in following with steps 1 – 5.
  - e. Each area of need will be assessed for progress or lack of progress by both the teacher (self-assessment) and the certified and trained lead evaluator (administrator) who rated the teacher’s Annual Professional Performance Review. If the teacher and/or administrator has transferred to another building, the certified lead evaluator (administrator) of the current building shall be responsible for working with the teacher in assessing progress.

**Yonkers Public Schools**

**Teacher Improvement Plan For Growth – Form I**

Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_

	Area(s) of Need	Intervention/Activity to Support Area(s) of Improvement	Timeframe	The Manner by Which Improvement be Assessed
<b>AREA(S) OF NEED AS THEY RELATE TO SPECIFIC NEEDS IDENTIFIED IN THE ANNUAL PERFORMANCE REVIEW EVALUATION or CLASSROOM OBSERVATION:</b>				
<b>ADMINISTRATOR'S RESPONSIBILITY AND ACTIVITIES:</b>				
<b>TEACHER'S RESPONSIBILITY AND ACTIVITIES:</b>				
<b>PARTICIPANTS DURING INITIAL PLANNING MEETING</b>				
<b>Administrator Signature:</b>				
<b>Teacher's Signature:</b>				

Other Participants' Signature(s):	
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**Yonkers Public Schools**

**Teacher Improvement Plan For Growth – Form II**

**REVIEW MEETING # 1 Date : \_\_\_\_\_**

<b>Area(s) Discussed:</b>	
<b>Positive Growth Area(s):</b>	
<b>Teacher 's Comments:</b>	
<b>Administrator's Comments:</b>	
<b>Next Steps(if any):</b>	
<b>Signatures:</b>	<b>Administrator:</b>  <b>Teacher:</b>
<b>Other Participants:</b>	



Yonkers Public Schools

Teacher Improvement Plan For Growth – Form III

REVIEW MEETING # 2 Date : \_\_\_\_\_

Areas Discussed:

Positive Growth Area(s):

Teacher's Comments:

Administrator's Comments:

Next Steps(if any):

Signatures:

Administrator:

Teacher:

Other Participants:

## **Locally Selected Measures of Student Achievement for Principals**

Achievement will be measured differently for Principals in schools with different grade configurations. For most principals, there will be multiple measures to derive their HEDI Rating scores for locally selected measures.

### **Principals in PK-5 , PK-6 and PK -8 Schools – (Valued Added)**

The 15% local measures shall be based upon average student achievement on NYS ELA and Math Assessments. The principal's HEDI rating (15%) will be determined by the percentage of students moving from each level 1 through 4 using multiple measures.

#### **15 Percent/15 Point Value:**

Principals in the PK-5, PK-6 and PK-8 school will be assessed by multiple measures to determine their HEDI Rating for the 15% Locally Measured Value. For Grades 4 -8 we will use the NYS ELA and Math Assessments.

#### **NYS ELA and Math Assessment:**

These measures will be used for grades 4-8. The principal will receive a total of fifteen (15) points for these measures broken down into four levels of achievement -each level worth 3.75 points.

- 3.75 Points: School-wide measure of student growth/achievement by of the reduction of students scoring at level one (1) on the NYS ELA Assessment by 5% points as compared to the previous years. (See Chart A.)**
- 3.75 Points: School-wide measure of student growth/achievement by the reduction of students scoring at level one (1) on the NYS Math Assessment by 5% points as compared to the previous years.. (see Chart A.)**
- 3.75 Points School-wide measure of student achievement: Increase of student scores at Levels 3 and 4 on the NYS ELA Assessment by 3% points as compared to the previous years. (see Chart B.)**
- 3.75 Points School-wide measure of student achievement: Increase of student scores at Levels 3 and 4 on the NYS Math Assessment by 3% points as compared to the previous years. (see Chart B.)**

**Chart A.**

Percentage of Reduction of Total amount of Students from Level 1 on the NYS Assessments ( ELA and Math)	Points Based on 3.75 total points	Points based on 5 total Points (For No Value Added)
5 or greater	3.75	5
4	3	4
3	2	3
1-2	1	1-2
0	0	0

**Chart B.**

Percentage of Increase of the Total Students on Levels 3 and 4 of the NYS Assessments (ELA and Math)	Points Based on 3.75 total points	Points based on 5 total Points (For No Value Added)
3 or greater	3.75	5
2.5-2.9	3	4
2.0-2.4	2	2-3*
1	1	1
0	0	0

\*2.0-2.1 =2 points and 2.2-2.4=3 points

**Principals Grades PK-12, 7-12 :**

**Principals in a PK-12 and 7-12 School -**

The 15 % score value will be determined by multiple measures; 12% will be measured on the average student achievement on NYS ELA and Math Assessments. The principal’s first 12% HEDI rating will be determined by the percentage of students moving from each level 1 through 4. The remaining 3% will be measured by the percentage of eleventh grade students passing the ELA Regents Exam in the academic year including the August results.

NYS ELA and Math Assessment: (12 out of 15 points)

This measure will be used for grades 7-8. The principal will receive a total of twelve (12) points for this measure broken down into four levels of achievement -each level worth three (3) points.

**3 Points:** School-wide measure of the reduction of students scoring at level one (1) on the NYS ELA Assessment by 5% points as compared to the previous as compared to the previous year. (See Chart A.)

**3 Points** School-wide measure of reduction of students scoring at level one (1) on the NYS Math Assessment by 5% points as compared to the previous year. (see Chart A.)

**3 Points** School-wide measure of student achievement: Increase of student scores at Levels 3 and 4 on the NYS ELA Assessment by 3% points as compared to the previous year (see Chart B.)

**3 Points** School-wide measure of student achievement: Increase of student scores at Levels 3 and 4 on the NYS Math Assessment by 3% points as compared to the previous year (see Chart B.)

Chart A.

Percentage of Reduction of Total amount of Students from Level 1 on the NYS Assessments (ELA and Math)	Points Based on 3 total points	Points Based on 5 Total Points For No Value Added
5 or greater	3	5
3-4	2	3-4
1-2	1	1-2
0	0	0

Chart B.

Percentage of Increase of the Total Students on Levels 3 and 4 of the NYS Assessments (ELA and Math)	Points Based on 3 total points	Points Based on 5 Total Points For No Value Added
3 or greater	3	5
2-2.9	2	3-4*
1-1.9	1	1-2**
0	0	0

\*2-2.4=3; 2.5-2.9=4

\*\* 1-1.4=1; 1.5-1.9=2

**NYS ELA Regents Exams (3 out of 15 points)**

Student growth will be measured by the percentage of eleventh grade students passing the ELA Regents Exam in the academic year including the August results at a rate of 65 or greater.

Percentage of Students Reaching Achievement Level Passing ELA Regents 65 points or greater	Value Points	Points Based on 5 Value Points No Value Added
80-100	3	5
33-79	2	3-4*
9-32	1	1-2**
0-8	0	0

\*33-54=3; 55-79=4

\*\*9-20=1; 21-32=2

The total scores from the NYS ELA and Math Assessments (max. 12 points) and the total scores from the NYS Regents Exam (max. 3 points), will be combined and the principal will receive their 15% (max. 15 points) for Locally Selected Achievement Measure.

**Principals in a Grade 9 – 12 (High School) –**

The 15 % score value will be determined by multiple measures; 10% (10 points) will be measured by the percentage of eleventh grade students passing the ELA Regents Exam in the academic year including the August results. The second 5% will be measured by the number/percentage of twelfth (12<sup>th</sup>) grade students (including 5<sup>th</sup> and 6<sup>th</sup> year students) who are scheduled to graduate, meeting graduation requirements for the current academic year including August graduates. See charts below:

**NYS ELA Comprehensive Regents Exam: ( 10 Point Value)**

Student growth will be measured by the percentage of eleventh grade students passing the ELA Regents Exam in the academic year including the August results meeting the achievement level of 65 or greater.

Percent Meeting Proficiency Passing ELA Regents 65 or greater than	Value Points	*Points Based on 15point Total No Value Added
80 or greater than	10	15
72-79	9	13-14
64-71	8	11-12
57-63	7	9-10
49-56	6	7-8
38-48	5	5-6
30-37	4	4
22-29	3	3
16-21	2	2
9-15	1	1
0-8	0	0

\*HEDI Points will be evenly distributed in the applicable percentage range

**Graduation Rate: ( 5 Point Value)**

This 5% ( 5 points) will be measured by the number/percentage of twelfth (12<sup>th</sup>) grade students(including 5<sup>th</sup> and 6<sup>th</sup> year students) who are scheduled to graduate, meeting graduation requirements for the current academic year including August graduates.

Percentage of Graduation Rate for Current Academic Year Including August Graduates	Value Points
75 or greater	5
63-74	4
51-62	3
41-50	2
23-40	1
0-22	0

The total scores from the NYS Regents Exam (max. 10 or 15 points) and the total scores from the current year Graduation Rate (max. 5 points), will be combined and the principal will receive their 15% (max. 15 or 20 points) for Locally Selected Achievement Measure.

# MULTI-DIMENSIONAL PERFORMANCE RUBRIC

The Multi-Dimensional Performance Rubric (MDPR) was developed by Learner-Centered Initiatives and has been approved by the New York State Education Department as an acceptable evaluation rubric.

The MDP Rubric includes six (6) Domains:

<b>DOMAIN 1:</b> <b>Shared Vision of Learning</b>
<b>DOMAIN 2:</b> <b>School Culture and Instructional Program</b>
<b>DOMAIN 3:</b> <b>Safe, Efficient, Effective Learning Environment</b>
<b>DOMAIN 4:</b> <b>Community</b>
<b>DOMAIN 5:</b> <b>Integrity, Fairness, Ethics</b>
<b>DOMAIN 6:</b> <b>Political, Social, Economics Legal and Cultural Context</b>

Each Domain is evaluated each year. Each Domain is scored based on a HEDI rating score. The main goal of the Performance Evaluation is professional growth and improving student achievement. No single instrument or event can possibly assess the performance of the principal's complex and ever changing responsibilities. The tools used to assess the principals in the Yonkers Public School District will include:

- **Superintendent's (or designee) Observations**
  - Throughout the course of the school year the Superintendent or his/her designee(trained supervisor) will observe principals performing various duties and responsibilities in their respective schools at least two (2) times yearly. These visits will be informal(unannounced) and formal(announced) observations and principal may invite the Superintendent to school functions.
- **Walk-Throughs and Observations and Notes**
  - Each principal or his/her designee is responsible to conduct 7-10 Walk Throughs per year on each staff member using the Tenure/Probationary Teacher Walk Through Form as well as conduct 2- 3 Formal Observations on each staff member(Tenure/Probationary). Each principal or his/her designee will maintain notes gathered on their Walk Throughs and Observations to be collected and discussed at Mid-year reviews and end of Year Annual Evaluation. The purpose

of these observations is to gather data to prepare Professional Development and improve instruction in the classrooms.

- **Goal Setting/ Comprehensive Educational Plan**
  - Each principal will include in their CEP their goals for their respective schools as well as professional goals. These goals will be measured against the Multi-dimensional Rubric as they apply to each domain.
- **District-wide Non-Negotiable Goals**
  - The Superintendent has set District-wide Non-negotiable goals for each principal. They will include but not limited to: Student Attendance, Student Achievement, Walk Throughs and Observations, Connect-Ed Calls. These goals will be measured against the Multi-dimensional Rubric as they apply to each domain

After reviewing this data, collecting of evidence, conferencing with building principal- it will be used to complete the Annual Professional Summary Rating.

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## **The Performance Evaluation Year in Review**

Tenured and non-tenured principals will have two supervisory conferences per year. Additional supervisory conferences with principals may be established as needed and appropriate.

### **Step 1. *August – September: Initial Conference***

At this time, the Superintendent and Principal shall meet to discuss the principal's building-based and district-wide goals and teacher evaluation plan. The Principal will also bring his/her completed self-evaluation.

### **Step 2. *December – February: Mid-Year Evaluation Conference***

In December, but no later than the end of February of each year, an interim evaluation meeting will be held between the principal and the Superintendent. The principal and the Superintendent will discuss the progress in achieving the goals or addressing his/her priority areas and general performance. If a probationary principal's performance is not meeting expectations, feedback and suggestions for improvement will be provided to non-tenured principals regarding the individual's leadership traits, as well as a focus on achievements and strategies to achieve unmet goals. Focus Areas of Concerns will be disseminated in writing to the principal.

### **Step 3. *May – June: The year in review: Summative Conference***

Principals meet with the Superintendent or hi/her designee to review:

- Building-based goals
- District-wide Non-negotiable goals
- Observation and Walk Through Evidence/Data collection that are being used for instructional tools and professional development.
- Using the six (6) Domains the Multi-Dimensional Rubric, the Superintendent or his/her designee shall prepare the finalized formal written assessment for each principal. The evaluation report should be cumulative, and will comply with state and federal laws concerning confidentiality and privacy of evaluations. The principal shall sign the written evaluation. By affixing his/her signature to the written performance assessment, the principal acknowledges receipt of a copy of the evaluation, and such signature does not necessarily indicate agreement with the contents of the evaluation. The principal may attach a written response to the written evaluation. Any building principal who receives a Principal Performance Annual Review rating of either "Ineffective" or "Developing" may Challenge their rating through the appeal process .



YONKERS PUBLIC SCHOOLS

**Administrative Professional Annual Evaluation Summary  
Multidimensional Principal Performance Rubric**

20\_\_ - 20\_\_

Assess the Principal in all sections as related to the ISLLC 2008 Performance Standards. <b>Based on the evidence gathered</b> through site visits, conferences and data note the level of performance as described by the performance rating scale. All components in each section must be rated. Complete a general narrative which should include and support your rating. Rate each section according to District's expectations.	<b>Rating Scale:</b> HE = Highly Effective E = Effective D = Developing I = Ineffective	Attendance _____ Sick _____ Personal _____ Conference _____ Bereavement _____ Early Dismissal _____ Days Tardy _____
	School Year _____	Evaluator's Name: _____
	Name _____	
School _____		
<input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure	Date of Tenure _____	

**DOMAIN 1: Shared Vision of Learning**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholder

		EVIDENCE			
<b>CULTURE</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)					
<b>SUSTAINABILITY</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)					
<b>Section A Point Totals (10)</b>		<b>Highly Effective (9-10)</b>	<b>Effective (5-8)</b>	<b>Developing (2-4)</b>	<b>Ineffective (0-1)</b>

**DOMAIN 2: School Culture and Instructional Program**

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

EVIDENCE						
<b>CULTURE</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)						
<b>INSTRUCTIONAL PROGRAM:</b> (design and delivery of high quality curriculum that produces clear evidence of learning)						
<b>CAPACITY BUILDING:</b> (developing potential and tapping existing internal expertise to promote learning and improve practice)						
<b>SUSTAINABILITY</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)						
<b>STRATEGIC PLANNING PROCESS:</b> Monitoring/Inquiry (the implementation and stewardship of goals, decisions and actions)						
Domain 2: Total Points (20)		Highly Effective (17-20)	Effective (9-16)	Developing (2-8)	Ineffective (0-2)	

**Domain 3: Safe, Efficient, Effective Learning Environment**

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment

EVIDENCE	
<b>CAPACITY BUILDING</b> <b>CAPICITY BUILDING:</b> (developing potential and tapping existing internal expertise to promote learning and improve practice)	
<b>CULTURE:</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)	
<b>SUSTAINABILITY:</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)	
<b>INSTRUCTIONAL</b>	

<b>PROGRAM:</b> (design and delivery of high quality curriculum that produces clear evidence of learning)					
<b>Domain 3 Total Point (12)</b>		<b>Highly Effective (10-12)</b>	<b>Effective (7-9)</b>	<b>Developing (3-6)</b>	<b>Ineffective (0-2)</b>

<b>Domain 4: Community</b>					
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources					
	<b>EVIDENCE</b>				
<b>STRATEGIC PLANNING PROCESS:</b> Monitoring/Inquiry (the implementation and stewardship of goals, decisions and actions)					
<b>CULTURE:</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)					
<b>SUSTAINABILITY:</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)					
<b>Domain 4: Total Point (6)</b>		<b>Highly Effective (5-6)</b>	<b>Effective (4)</b>	<b>Developing (2-3)</b>	<b>Ineffective (0-1)</b>

<b>Domain 5: Integrity, Fairness, Ethics</b>					
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.					
	<b>EVIDENCE</b>				
<b>SUSTAINABILITY:</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)					
<b>CULTURE:</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)					
<b>Domain 5: Total Point (8)</b>		<b>Highly Effective (7-8)</b>	<b>Effective (5-7)</b>	<b>Developing (2-4)</b>	<b>Ineffective (0-1)</b>

## DOMAIN 6: Political, Social, Economics, Legal, and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

EVIDENCE						
<b>SUSTAINABILITY:</b> (a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)						
<b>CULTURE:</b> (attitude, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)						
Domain 6: Total Point(4)		Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (0-1)	



YONKERS PUBLIC SCHOOLS

**Principal Professional Annual Evaluation Summary  
Multidimensional Administrator Performance Rubric  
20\_\_ - 20\_\_**

Assess the Principals in all sections as related to the ISLLC Performance Standards. <b>Based on the evidence gathered</b> through site visits, conferences and data note the level of performance as described by the performance rating scale. All components in each section must be rated. Complete a general narrative which should include and support your rating. Rate each section according to District's expectations.	<b>Rating Scale:</b> HE = Highly Effective E = Effective D = Developing I = Ineffective	Attendance: Sick _____ Personal _____ Conference _____ Bereavement _____ Days Tardy _____
	Name _____ School _____	SCHOOL YEAR _____ _____
<input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure		Date of Tenure _____

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC SUMMARY		
ASSESSMENT OF PRINCIPAL RUBRIC ELEMENTS	Point Value	ELEMENT SCORES FROM RUBRIC
<b>DOMAIN 1:</b> Shared Vision of Learning	10	
<b>DOMAIN 2:</b> School Culture and Instructional Program	20	
<b>DOMAIN 3:</b> Safe, Efficient, Effective Learning Environment	12	
<b>DOMAIN 4:</b> Community	6	
<b>DOMAIN 5:</b> Integrity, Fairness, Ethics	8	
<b>DOMAIN 6:</b> Political, Social, Economics Legal and Cultural Context	4	
<b>TOTAL SCORE(60):</b>		



(Use this page for Non-Value Added Principal)

<b>OVERALL RUBRIC RATING (60%)</b>	
<input type="checkbox"/> <b>Highly Effective</b> ( 58 - 60)	<input type="checkbox"/>
<input type="checkbox"/> <b>Effective</b> ( 50 - 57)	
<input type="checkbox"/> <b>Developing</b> ( 41 - 49)	
<input type="checkbox"/> <b>Ineffective</b> ( 0 - 40)	
<b>GROWTH RATING: (20%) Non- Value Added</b>	
<b>NYS Assessment</b>	
<b>Growth Composite Score</b>	
<input type="checkbox"/> <b>Highly Effective</b> ( 18 - 20)	<input type="checkbox"/>
<input type="checkbox"/> <b>Effective</b> ( 12 -17)	
<input type="checkbox"/> <b>Developing</b> ( 3 - 11)	
<input type="checkbox"/> <b>Ineffective</b> ( 0 - 2 )	
<b>LOCAL ASSESSMENTS/ STATE GROWTH RATING</b>	
<b>(20%)</b>	
<b>District Created Assessments</b>	
<input type="checkbox"/> <b>Highly Effective</b> ( 18 - 20)	<input type="checkbox"/>
<input type="checkbox"/> <b>Effective</b> ( 12 -17)	
<input type="checkbox"/> <b>Developing</b> ( 3 - 11)	
<input type="checkbox"/> <b>Ineffective</b> ( 0 - 2 )	

<b>COMPOSITE SCORE:</b> (Overall Rubric Rating + NYS Growth Rating +Local Assessment/State Growth Rating)	
<input type="checkbox"/> <b>Highly Effective</b> ( 91-100)	
<input type="checkbox"/> <b>Effective</b> ( 75-90 )	
<input type="checkbox"/> <b>Developing</b> ( 65-74 )	
<input type="checkbox"/> <b>Ineffective</b> ( 0-64 )	
<input type="checkbox"/>	
<b>Superintendent's/ Designee's Signature</b>	<b>Date</b>
<b>Principal's Signature</b>	<b>Date</b>
<b>The Principal's signature indicates that he or she has seen, read and discussed the evaluation, it does not necessarily denote agreement with the evaluation.</b>	
<b>Principal's Comments:</b>	

(Use this page for Value Added  
Principal)

**OVERALL RUBRIC RATING (60%)**

- Highly Effective ( 58 - 60)**
  - Effective ( 50 - 57)**
  - Developing ( 41 - 49)**
  - Ineffective ( 0 - 40 )**
- 

**GROWTH RATING: (25%) Value Added**

**NYS Assessment  
Growth Composite Score  
As Received From NYS**

- Highly Effective ( 22 -25)**
  - Effective ( 10 -21)**
  - Developing ( 3 - 9)**
  - Ineffective ( 0 - 2 )**
- 

**LOCAL ASSESSMENTS/ Student Achievement**  
**(15%)**

**District Created Assessments**

- Highly Effective ( 14 -15)**
  - Effective ( 8 - 13)**
  - Developing ( 3 - 7)**
  - Ineffective ( 0 - 2 )**
- 

**COMPOSITE SCORE:** (Overall Rubric Rating + NYS Growth Rating +Local  
Assessment/Student Achievement)

- Highly Effective ( 91-100)**
- Effective ( 75-90 )**
- Developing ( 65-74 )**
- Ineffective ( 0-64 )**

**Superintendent's/ Designee's Signature**

**Date**

**Principal's Signature**

**Date**

The Principal's signature indicates that he or she has seen, read and discussed the evaluation, it does not necessarily denote agreement with the evaluation.

**Principal's Comments:**


## Principal Improvement Plan

The **Principal Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outline a plan of action to address these concerns. The purpose of a PIP is to assist principals in working to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of “*Ineffective*” or “*Developing*” in an annual evaluation. Both the principal and the superintendent or his or her designee shall meet for an evaluation conference no later than June 30<sup>th</sup> of the school year where the *Ineffective or developing* evaluation is discussed. A PIP shall be designed by the principal and the superintendent or his/her designee in collaboration with the president of the Yonkers Council of Administrators (YCA) or his/her designee over the course of the summer.

The PIP must be in place no later than 10 days after the opening of school (of the following school year.) An initial conference shall be held at the beginning of the school year (August –Septemebr) where the PIP is discussed, signed and dated at the beginning of its implementation.

After the first quarter, the Superintendent or his/ her designee will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, the PIP will terminate. The culmination of the PIP will be communicated in writing to the principal. Both parties will sign the PIP at the end of the school year.

If the principal is rated as *developing* or *ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the superintendent in collaboration with the YCA according to these guidelines for the subsequent year.

# Principal Improvement Plan ( PIP)



YONKERS PUBLIC SCHOOLS

PRINCIPAL IMPROVEMENT PLAN

This document will be used when a building principal receives a “Developing” or “Ineffective” rating on their Annual Principal Evaluation.

Please Note: This plan will be implemented no later than 10 days after the start of the school year.

Principal’s Name: \_\_\_\_\_

School: \_\_\_\_\_

School Year: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Date of Post PIP Meeting(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas of Strength: \_\_\_\_\_

Areas of Focus/Concern: \_\_\_\_\_

\_\_\_\_\_

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

Supervisor’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

Yonkers Public Schools  
Principal Support Plan For Growth  
Form I

Principal's Name: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

<b>OUTCOMES:</b>	
<b>TASKS/ACTIVITIES: STRATEGIES:</b>	
<b>RESOURCES:</b>	
<b>WHO/ RESPONSIBILITY:</b>	
<b>WHEN/TIMEFRAME:</b>	
<b>INDICATOR OF PROGRESS:</b>	

<b>PARTICIPANTS DURING INITIAL PLANNING MEETING</b>
<b>Principal's Signature:</b>
<b>Supervisor's Signature:</b>
<b>Other Participants' Signature(s):</b>

**YONKERS PUBLIC SCHOOLS PRINCIPAL IMPROVEMENT PLAN Form II**

REVIEW MEETING # _____ Date : _____	
<b>OUTCOMES: Follow up Discussion</b>	
<b>Positive/ Improved Growth Area(s):</b>	
<b>Supervisor's Comments:</b>	
<b>Principal's Comments:</b>	
<b>Next Steps(if any):</b>	
<b>Signatures/Date:</b>	<b>Principal:</b>  <b>Supervisor:</b>

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date:

*Kenneth P. Rivera* 8-31-13

Teachers Union President Signature: Date:

*Pat Palmer* 8/31/13

Administrative Union President Signature: Date:

*John W. [unclear]* 8/31/13

Board of Education President Signature: Date:

*Dr. Robert [unclear]* 8/31/13