

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

Commissioner of Education  
President of the University of the State of New York  
89 Washington Ave., Room 111  
Albany, New York 12234

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December 5, 2012

Mark K. Silverstein, Superintendent  
Hawthorne-Cedar Knolls Union Free School District  
226 Linda Avenue  
Hawthorne, NY 10532

Dear Superintendent Silverstein:

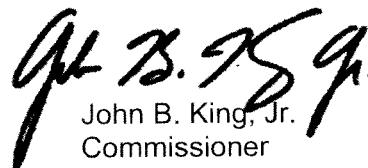
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012

Updated Tuesday, October 16, 2012

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 660803020000

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

*660803020000*

#### 1.2) School District Name: HAWTHORNE-CEDAR KNOLLS UFSD

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

*Hawthorne Cedar Knolls UFSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, May 15, 2012

Updated Tuesday, October 16, 2012

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline.
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)
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 district growth levels on district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet growth levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below growth 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 well below growth 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	STAR Math Enterprise
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet growth levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below growth 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 well below growth 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	District, regional or BOCES-developed assessment	Hawthorne Cedar Knolls UFSD developed grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Hawthorne Cedar Knolls UFSD developed grade 7 Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet growth levels on district goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below growth 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 well below growth 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	District, regional or BOCES-developed assessment	Hawthorne Cedar Knolls UFSD developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Hawthorne Cedar Knolls UFSD developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Hawthorne Cedar Knolls UFSD developed grade 8 Social Studies assessment

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



Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)
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Effective (9 - 17 points) Results meet District goals for similar students.	Results meet growth levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below growth levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below growth 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	Hawthorne Cedar Knolls UFSD developed grade Global Studies 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)
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Effective (9 - 17 points) Results meet District goals for similar students.	Results meet growth levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below growth levels on district goals.

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

Results are well below growth 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)
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Developing (3 - 8 points) Results are below District goals for similar students.	Results are below growth levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below growth 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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)

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

Results are well above district growth levels on district goals.

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

Results meet growth levels on district goals.

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

Results are below growth levels on district goals.

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

Results are well below growth 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	District, regional or BOCES-developed assessment	Hawthorne Cedar Knolls UFSD developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hawthorne Cedar Knolls UFSD developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)

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Developing (3 - 8 points) Results are below District goals for similar students.	Results are below growth levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below growth levels on district goals.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Physical Education assessment for each grade K - 12
Industrial Arts	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Industrial Arts assessment for each grade 6 -12
Technology	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Technology assessment for each grade K - 12
Beauty Culture	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Beauty Culture assessment for each grade 7 -12
Art	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Art assessment for each grade K - 12c
Music	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Music assessment for each grade K - 12
Health	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Health assessment for each grade 6 - 12
Forensic Science	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Forensic Science assessment for each grade 9 - 12
Economics	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Economics assessment for each grade 11 - 12
Government	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Government assessment for each grade 11 - 12
Consumer Math	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Consumer Math assessment for each grade 9 - 12
Business Math	District, Regional or BOCES-developed	Hawthorne Cedar Knolls UFSD developed Business Math assessment for each grade 9 - 12

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test at the beginning of the year or when they arrive at the district in order to establish a baseline. Using that baseline information, individual goals will be established to generate individual growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals. (See attached chart)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above district growth levels on district goals.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below growth 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/5364/129989-TXEttx9bQW/HEDI growth 20 points.docx*

## 2.12) Locally Developed Controls

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

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

*As our school district serves students with disabilities placed in residential care and those referred by local CSEs, we will be considering their prior academic history and their disability when setting target goals for growth. More than 90% of the students served meet poverty status using free and reduced lunch criteria. We also incorporated the use of performance tasks and rubrics, setting everything onto a 100 point scale to make it comparable to state assessments and this provides the opportunity to have one system of scales. We include a chart converting them to the HEDI bands taking into account their pre/post data. This district serves a transitory student population who do not always stay a full school year. We will thus pre-test in the beginning of the school year and upon entrance from then on and post test mid-year and then before school end in order to ensure available data to use for growth measures.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Thursday, May 17, 2012

Updated Tuesday, December 04, 2012

#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise



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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Every student takes the Star Reading Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 15 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
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 district adopted expectations for achievement for the school.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Every student takes the Star Math Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 15 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
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 district adopted expectations for achievement for the school.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/130600-rhJdBgDruP/HEDI local score NCE conversion 15 and 20 points STAR average for building revised 12-3-12.docx*

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

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

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

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

Measures based on:

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

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the Star Reading Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the Star Reading and Math Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the district. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.

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

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(i) School-wide measure based on State-provided measure	STAR Reading Enterprise

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the Star Reading Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.7) Grades 6-8 Social Studies

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the Star Reading Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	STAR Reading Enterprise
Global 2	6(ii) School wide measure computed locally	STAR Reading Enterprise
American History	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	Every student takes the Star Reading and Math Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.9) High School Science

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

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

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

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.	Every student takes the Star Reading Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	STAR Reading Enterprise
Geometry	6(ii) School wide measure computed locally	STAR Reading Enterprise
Algebra 2	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the Star Reading Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the district. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
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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 well above district adopted expectations for achievement for the school.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 11 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student takes the Star Reading and Math Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the district. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Results are below district adopted expectations for the school.

for grade/subject.

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

Results are well below district adopted expectations for the school.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education	6(ii) School wide measure computed locally	STAR Reading Enterprise
Industrial Arts	6(ii) School wide measure computed locally	STAR Reading Enterprise
Technology	6(ii) School wide measure computed locally	STAR Reading Enterprise
Beauty Culture	6(ii) School wide measure computed locally	STAR Reading Enterprise
Art	6(ii) School wide measure computed locally	STAR Reading Enterprise
Music	6(ii) School wide measure computed locally	STAR Reading Enterprise
Health	6(ii) School wide measure computed locally	STAR Reading Enterprise
Forensic Science	6(ii) School wide measure computed locally	STAR Reading Enterprise
Economics	6(ii) School wide measure computed locally	STAR Reading Enterprise
Government	6(ii) School wide measure computed locally	STAR Reading Enterprise
Consumer Math	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Every student takes the Star Reading and Math Enterprise. The scores are reported as a Normal Curve
---	---

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 20 point HEDI. (See Chart) Every teacher will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading and Math Enterprise scores for each school.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Results are well above district adopted expectations for achievement for the school.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/130600-y92vNseFa4/HEDI local score NCE conversion 15 and 20 points STAR average for building revised 12-3-12.docx*

### 3.14) Locally Developed Controls

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

*Due to the transitory nature of the students, we will only consider the scores of students in attendance for 60 or more school days. We have incorporated this approach in measuring students. The majority of students in our district are classified students with disabilities with severe emotional and behavioral disorders. The majority are students who meet the free and reduced lunch criteria for poverty. Most arrive at our district under educated and under performing. We have used three years of NCE data to set our district adopted expectations for achievement in Reading for each school.*

### 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.

*Our teachers each teach 6 sections. Each course will be weighted proportionately so that the scores for all students will be reflected accurately in the teacher's locally selected measures scores.*

### 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 Friday, May 18, 2012

Updated Wednesday, November 28, 2012

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Marzano's Causal Teacher Evaluation Model*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Our plan involves using all components of the Marzano's Causal Teacher Evaluation Model rubric, but we have also chosen to emphasize several performance indicators that are relevant to teachers working with students with special needs and behavioral and emotional disabilities.*  
*We are using "iObservation", a data software program to record data from teacher evaluations. Observer administrators go into the classroom with the iPad and use the software to assign a rubric score from 0-4 in each category they observe. Scores are collected for one formal announced evaluation and one informal evaluation. Scores in each of the emphasized areas will be exported from the "iObservation" in a csv file to an excel file. The two scores in each area come directly from this software as it assigns scores on a rubric that is aligned to the HEDI categories according to the observer's input into the software. Forty (40) of the sixty (60) points come from the rubric scores in categories corresponding to Marzano's Domain 1. Categories in Domain 2 and 3 account for ten (10)*

points of the overall 60 points. Up to ten (10) points can be assigned in categories in Domain 4. These scores from each Domain will be added together to get the final overall score within the 60 possible points allowing an overall HEDI designation for the 60 point section.

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

(No response)

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

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

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	2

By trained in-school peer teachers or other trained reviewers

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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



- 
- In Person
-

## 5. Composite Scoring (Teachers)

Created Friday, May 18, 2012

Updated Monday, October 15, 2012

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### Page 1

#### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

## 6. Additional Requirements - Teachers

Created Thursday, May 17, 2012

Updated Tuesday, October 16, 2012

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

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

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

*assets/survey-uploads/5265/130599-Df0w3Xx5v6/Teacher Improvement Plan APPR\_3.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:

##### *1. Feedback Protocol:*

*1.1 To ensure timely and constructive feedback, the following feedback procedure will be utilized:*

*1.1.1 Structured feedback, orally or in writing, will be provided after formal classroom observation(s) or other performance evidence*

is documented. Feedback will also provide guidance for self-directed research on teacher effectiveness, strategies, recommendations for training or for support from teachers with expertise in specific instructional practices as observed by the evaluator.

1.1.2 Teachers will be notified of their lead evaluator. Other administrators and trained evaluators may do observations of a teacher.

1.1.3 Informal feedback opportunities may also be provided to guide improvement and provide professional development recommendations.

1.1.4 The District's "Other Measures of Effectiveness" (60 points) for each staff member will be determined no later than June 15, to afford the opportunity for development of a Teacher Improvement Plan ("TIP"), if necessary, no later than ten days after the date on which staff members are required to report prior to the opening of classes for the subsequent school year. Total composite scores will be given by the latter of July 1 or 10 days after SED provides a score based on assessments.

1.1.5 Educational opportunities will be provided by the District to ensure that all staff understands the NYS Teaching Standards, including the performance indicators identified in rubrics. Teachers will know what performance indicators principals and other evaluators will expect to see in the classroom, together with the District's other performance expectations. Analysis from observations and other documents will be utilized to establish individual, building and district goals and training.

1.1.6 Highly effective and effective teachers may be identified as coaches and peer models and may assist teachers who are fulfilling the requirements of TIPs.

1.1.7 Beginning teachers will be provided mentors, and the District will provide training to ensure understanding of the expectations and performance indicators incorporated in the APPR model.

1.1.8 Differentiation of professional development between teachers will be targeted through analysis of data from assessments, observations as well as other measures that may include structured feedback from students, parents, and staff.

2.1 At least two (2) classroom formal full period observations will be required. One (1) will be announced and one (1) will be unannounced. Observations must be completed between September 15 and June 30 and in accordance with the collective bargaining agreement between the "District" and the "Association". The first evaluation must be completed by December 15th and the second evaluation must be completed by April 15th. Scheduled formal observations will include a pre-conference component in accordance with the Marzano model and a post-conference component during which feedback will be provided to the teacher. Unannounced evaluations will include a post-conference component as well. The final evaluation score will incorporate evidence gathered through all the classroom observations.

2.2 As agreed upon between the "District" and the "Association", a unit member subject to the evaluation protocol's has the option to request "re-do" if they feel the observation was not reflective of their ability under the following conditions:

2.2.1 Only one (1) request to "re-do" a lesson may be granted during the same school year

2.2.2 The request to "do over" an observation must be made in writing to the Building Principal within 5 calendar days of the observation in question.

2.2.3 The Building Administrator may deny the request for a "re-do" if he or she feels the request is not warranted due to a lack of preparedness. The denial of a request to "re-do" an observation will not be subject to a grievance.

2.2.4 The request for the "re-do" must be in line with the original observation i.e. if the original lesson was unannounced the observation in question must be an unannounced as well. The same procedure follows for an announced observation.

2.2.5 Requests to "re-do" an observation will not be subject to the December and April deadlines but must be completed prior to the end of the school year.

#### *Hawthorne Cedar Knolls – APPR Appeals Agreement*

##### *Probationary Teachers – No Appeal.*

1. Probationary teachers may submit a written rebuttal to any observation/evaluation form placed in his/her personnel file.
2. Said written rebuttal must be submitted within fifteen (15) calendar days of the teacher's receipt of the observation/evaluation form.
3. The teacher's timely submitted written rebuttal will be attached to the observation/evaluation form in his/her personnel file.
4. Probationary teachers may not appeal their observation/evaluation.

##### *Tenured Teachers*

1. Teachers may not appeal an observation/evaluation in which the teacher is rated "Highly Effective" or "Effective."

2. Section 3012-c of the Education Law provides that a teacher may only challenge:

- a. the substance of the observation/evaluation;
- b. the District's adherence to the standards and methodologies required for such observations/evaluations by Section 3012-c of the Education Law;
- c. the District's adherence to the regulations of the Commissioner of Education and compliance with locally negotiated procedures; and
- d. the District's issuance and/or implementation of the terms of the teacher improvement plan.

Any appeal under this agreement shall be limited to the above grounds for challenge.

3. A teacher who wishes to appeal from a "Developing" or "Ineffective" rating must follow the following procedure:

*Level 1. The teacher will appeal to the evaluator in writing with detailed specific areas of disagreement within ten (10) calendar days of his/her receipt of the observation/evaluation form. The evaluator will provide a written response within twenty (20) calendar days.*

*Level 2. If the appeal is denied by the evaluator, the Union may appeal to the Superintendent on behalf of the teacher within fifteen (15) days of the denial. The request will be made in writing with detailed specific areas of disagreement provided. The Superintendent or his/her designee will respond in writing within twenty (20) days of the request. The decision of the Superintendent shall be final and binding unless and until the evaluation is to be used as the basis for a 3020-a proceeding.*

*4. In the event an evaluation is to be used as the basis for a 3020-a proceeding, the teacher has the right to appeal the evaluation to Step 3 of the contractual Grievance Procedure. In the event the grievance is denied at Step 3, the Union may file for arbitration in accordance with Step 4 of the contractual Grievance Procedure. In either event, the grounds for appeal shall be limited to those described in sub-sections a – d of Section 2 above.*

5. General Provisions.

- a teacher may not file multiple appeals on one observation/evaluation;
- the teacher has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which he/she seeks relief; and
- all grounds for appeal of a single observation/evaluation must be raised in the same appeal.

Every effort will be made by the district to conduct appeals in a timely and expeditious manner.

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

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

*The Superintendent and Assistant Superintendent have completed the NYSED training courses as Lead Evaluators for both Principals and Teachers and have been certified by the Superintendent's recommendation to the Board as Lead Evaluators. Additionally, the Director of Human Resources completed both the modules for Lead Evaluator of Teachers and Principals and has been certified by the Superintendent as an alternative evaluator. Every principal in the district has now completed the required modules and has been certified by the Superintendent. We have purchased the Marzano on line training and all administrators in the district are completing these modules in order to be knowledgeable regarding the implementation of the rubrics. Additionally, the district purchased i-observation software from Learning Sciences and this training was completed by all administrators. All administrators met together to train together using videos and practice rating in order to ensure inter-rater reliability. We continue training together on implementing the use of the rubrics on a bi-weekly basis and expect to spend professional development days in training teachers on the on line modules and learning about the i-observation. The entire team will be recertified in the spring as the Superintendent and Assistant Superintendent examines the evaluations. Anyone requiring further training will be assigned additional modules to review. All administrators in the district will be recertified at least annually and this first year, they will be recertified in the spring.*



## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, June 13, 2012

Updated Wednesday, November 28, 2012

### Page 1

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

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

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

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

K-8
6-12
6-12
3-11
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*We are a Special Act School district serving students with severe emotional and behavioral disabilities and psychiatric disorders and diagnosis. The average length of stay is limited. More than 90% meet the poverty criteria. They arrive undereducated and most are placed through family court and ACS.*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

## 8. Local Measures (Principals)

Created Thursday, May 17, 2012

Updated Tuesday, December 04, 2012

### Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
6-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
6-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
3-11	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Every student takes the Star Reading Enterprise. The scores are reported as a Normal Curve Equivalent (NCE). The NCEs are averaged for all students in the school and the average NCE is aligned with the 15 point HEDI. (See Chart) Every Principal will receive a score based on the NCE average score for the school. The chart was developed based on a three year average of STAR Reading Enterprise scores for each school.
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 district adopted expectations for achievement for the school.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district adopted expectations for the school.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district adopted expectations for the school.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below district adopted expectations for the school.

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

(No response)

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

*assets/survey-uploads/5366/130598-qBFVOWF7fC/HEDI local score NCE conversion 15 and 20 points STAR average for building revised 12-3-12.docx*

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II,*



etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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.	(No response)
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)

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

*assets/survey-uploads/5366/130598-T8MIGWUVm1/HEDI local score NCE conversion 15 and 20 points STAR average for building.docx*

### 8.3) Locally Developed Controls

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

*As a transitional school ( Special Act School District) our students are enrolled for short periods of time. Our students present behavioral and emotional issues and are classified as students with disabilities. We used a three year average of the NCE to obtain a fair baseline to use to measure the achievement of students for this 2012/13 school year. The score is low because of the nature of the population. The students arrive into residential placement in emotional distress. Over 90% meet the poverty criteria. We set the target using prior data and do not anticipate any issues.*

### 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.

*(No response)*

### 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 Wednesday, June 13, 2012

Updated Wednesday, November 28, 2012

### Page 1

#### 9.1) Principal Practice Rubric

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

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

*Marzano's School Administrator Rubric*

*(No response)*

#### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
--	---------------

9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

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

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

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

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

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

(No response)

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

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)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The superintendent or the assistant superintendent will make multiple visits to the Principals' schools and they will collect evidence. Using the rubric, they will check the descriptor on each item that best matches the principal's performance. Using a holistic approach, a HEDI rating and point value will be determined for each domain and added together to achieve an overall score based on the rubric.*

*Our plan involves using all components of the Marzano's Administrator's Evaluation Model rubric, but we have also chosen to emphasize several performance indicators that are relevant to Principals working with students with special needs and behavioral and emotional disabilities. The Assistant Superintendent and Superintendent will collect scores in categories in each Domain. Twenty (20) of the sixty (60) points come from the rubric scores in categories corresponding to Marzano's Domain 1 for Administrators. Categories in Domain 2 account for ten (10) points of the overall 60 points. Up to (ten) 10 points can be assigned in categories in Domain 3. Up to ten points can be assigned in Domain 4 and up to another 10 points can be assigned in categories in Domain 5. Each of the Marzano Domains correspond to ISLLC Standards. These scores from each Domain will be added together to get the final overall score within the 60 possible points allowing an overall HEDI designation for the 60 point section.*

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

*(No response)*

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

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

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	49-60
Effective	37-48
Developing	19-36
Ineffective	0-18

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, June 11, 2012

Updated Monday, October 15, 2012

## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**



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

Highly Effective	49-60
Effective	37-48
Developing	19-36
Ineffective	0-18

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 11. Additional Requirements - Principals

Created Wednesday, June 13, 2012

Updated Wednesday, November 28, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans   Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
---	---------

11.1) Assurances -- Improvement Plans   Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked
--	---------

### 11.2) Attachment: Principal Improvement Plan Forms

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

*assets/survey-uploads/5276/142282-Df0w3Xx5v6/Principal Improvement Plan APPR.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:

#### *Principal's Appeals Process:*

*A principal who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification. The evaluation of the principal shall be done by duly trained and certified administrator(s) other than the Superintendent.*

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

*An appeal of an evaluation or a PIP must be commenced within fourteen days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.*

*The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fifteen (15) days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within fifteen (15) of receipt of the Superintendent's designee's decision upon the appeal.*

*The Superintendent shall make his or her decision in writing regarding the further appeal within two weeks of receipt of that appeal. The decision of the Superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding. In the case of a decision not being made within the timeframe set forth in this paragraph, the violation may be grieved under the contractual grievance procedure which clearly delineates a timely and expeditious time line consistent with Ed. Law 3012-C.*

*Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Jeffrey Selchick who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP within 30 days. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.*

*In order to take advantage of the procedure outlined in the paragraph above, the tenured principal must consent to the use of the arbitrator should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the second tier appeal shall be heard by the superintendent.*

*Probationary Principals: Probationary Principals may submit a written rebuttal that will be attached to their evaluation in the Principal's personnel file. Probationary Principals may appeal the decision of the Superintendent to the Board of Education within 10 work days of the Superintendent's decision. The appeal shall be made on the basis of record and evidence considered on the appeal to the Superintendent, plus the Superintendent's decision and the written submission of the appealing principal.*

*In the event an evaluation is appealed:*

- A Principal may not file multiple appeals on one performance review*
- The Principal has the burden of demonstrating a right to relief requested and the burden of establishing the facts upon which the Principal seeks relief;*
- All grounds for appeal of a single performance review must be raised in the same appeal; and*
- Only Principals who are rated ineffective or developing may appeal their evaluation*

*The parties acknowledge that the Administrators' Association has moved in an expeditious and cooperative manner with the District to implement Education Law 3012-c, and that it has done so on the assumption that teachers as well as principals will be participating equally in APPR. Therefore, should teachers in grades 4-8 who are subject to the provisions of Education Law 3012-c, not be*

evaluated in accordance with the statutory procedures, then no principal shall be subject to discipline arising from the provisions of Education Law 3012-c.

The District hereby agrees that due to the uncertainty that exists surrounding the initial introduction of this evaluation process, particularly as it impacts Special Act Districts, that it will not use an "ineffective" rating received in the 2012-13 school year as the basis, or as evidence, in an expedited 3020-a hearing as outlined in Education Law 3012-c.

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

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

The Superintendent and Assistant Superintendent have completed the NYSED training courses as Lead Evaluators for both Principals and Teachers and have been certified by the Superintendent's recommendation to the Board as Lead Evaluators. Additionally, the Director of Human Resources completed both the modules for Lead Evaluator of Teachers and Principals and has been certified by the Superintendent as an alternative evaluator. Every principal in the district has now completed the required modules and has been certified by the Superintendent. We have purchased the Marzano on line training and all administrators in the district are completing these modules in order to be knowledgeable regarding the implementation of the rubrics. Additionally, the district purchased i-observation software from Learning Sciences and this training was completed by all administrators. All administrators met together to train together using videos and practice rating in order to ensure inter-rater reliability. We continue training together on implementing the use of the rubrics on a bi-weekly basis and expect to spend professional development days in training teachers on the on line modules and learning about the i-observation. The entire team will be recertified in the spring as the Superintendent and Assistant Superintendent examines the evaluations. Anyone requiring further training will be assigned additional modules to review. All administrators in the district will be recertified at least annually and this first year, they will be recertified in the spring.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

---

11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

## 12. Joint Certification of APPR Plan

Created Thursday, May 17, 2012

Updated Thursday, October 18, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/130597-3Uqgn5g9Iu/certification revised 10-18-2012.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.



# Hawthorne Cedar Knolls Union Free School District

HEDI conversion chart for Local Score based on STAR 20 points - Geller House School

Highly Effective 18-20 points		Effective 9-17 points		Developing 3-8 points		Ineffective 0-2 points	
20	≥26	17	24.5 -24.9	8	20 - 20.4	2	17-17.4
19	25.5- 25.9	16	24 - 24.4	7	19.5 -19.9	1	16.50 -16.9
18	25 - 25.4	15	23.5 -23.9	6	19 -19.4	0	≤16.49
		14	23 - 23.4	5	18.5-18.9		
		13	22.5-22.9	4	18-18.4		
		12	22 - 22.4	3	17.5-17.9		
		11	21.5 -21.9				
		10	21 -21.4				
		9	20.5 -20.9				

HEDI conversion chart for Local Score based on STAR 15 points - Geller House School

Highly Effective 14-15 points		Effective 8 - 13 points		Developing 3 - 7 points		Ineffective 0-2 points	
15	≥26	13	24.77-25.25	7	20.77-21.25	2	17- 17.75
14	25.26-25.9	12	24.1-24.76	6	20.1-20.76	1	16.5-16.9
		11	23.26 - 24	5	19.26-20	0	≤16.49
		10	22.77-23.25	4	18.6 -19.25		
		9	22.1- 22.76	3	17.76 -18.5		
		8	21.26-22				

HEDI conversion chart for Local Score based on STAR 20 points - Linden Hill School

Highly Effective 18-20 points	Effective 9 -17 points	Developing 3-8 points	Ineffective 0-2 points
20 $\geq 22$ 19    21.5-21.9 18    21-21.4	17    20.5-20.9 16    20-20.4 15    19.5-19.9 14    19-19.4 13    18.5-18.9 12    18-18.4 11    17.5-17.9 10    17-17.4 9    16.5-16.9	8    16-16.4 7    15.5-15.9 6    15-15.4 5    14.5-14.9 4    14-14.4 3    13.5-13.9	2    13-13.4 1    12.5-12.9 0 $\leq 12.4$

HEDI conversion chart for Local Score based on STAR 15 points - Linden Hill School

Highly Effective 14-15 points	Effective 8-13 points	Developing 3-7 points	Ineffective 0-2 points
15 $\geq 22$ 14    21.25-21.9	13    20.75-21.24 12    20 - 20.74 11    18.25 - 19.9 10    17.50 -18.24 9    16.25 -17.49 8    15.50-16.24	7    14.75-15.49 6    14-14.74 5    13.25-13.9 4    12.5-13.24 3    11.75-12.49	2    11-11.74 1    10.25-10.9 0 $\leq 10.24$

HEDI conversion chart for Local Score based on STAR 20 points - Little School

Highly Effective 18-20 points		Effective 9 -17 points		Developing 3-8 points		Ineffective 0-2 points	
20	≥21	17	19.5-19.9	8	15-15.4	2	12-12.4
19	20.5-20.9	16	19-19.4	7	14.5-14.9	1	11.5-11.9
18	20-20.4	15	18.5-18.9	6	14-14.4	0	≤11.4
		14	18-18.4	5	13.5-13.9		
		13	17.5-18	4	13-13.4		
		12	17-17.4	3	12.5 -12.9		
		11	16.5-16.9				
		10	16-16.4				
		9	15.5-15.9				

HEDI conversion chart for Local Score based on STAR 15 points - Little School

Highly Effective 14-15 points		Effective 8-13 points		Developing 3-7 points		Ineffective 0-2 points	
15	≥21	13	19.50-20.24	7	15-15.74	2	11.25-11.9
14	20.25-20.9	12	18.75-19.49	6	14.25-14.9	1	10.50-11.24
		11	18 -18.74	5	13.50-14.24	0	≤10.49
		10	17.25-17.9	4	12.75-13.49		
		9	16.50-17.24	3	12-12.74		
		8	15.75-16.49				

HEDI conversion chart for Local Score based on STAR 20 points

Hawthorne Cedar Knolls Sr./Jr. High School

Highly Effective 18-20 points		Effective 9 -17 points		Developing 3-8 points		Ineffective 0-2 points	
20	≥26	17	24.5 -24.9	8	20 - 20.4	2	17-17.4
19	25.5- 25.9	16	24 - 24.4	7	19.5 -19.9	1	16.5-16.9
18	25 - 25.4	15	23.5 -23.9	6	19 -19.4	0	≤16.4
		14	23 - 23.4	5	18.5-18.9		
		13	22.5-22.9	4	18-18.4		
		12	22 - 22.4	3	17.5-17.9		
		11	21.5 -21.9				
		10	21 -21.4				
		9	20.5 -20.9				

HEDI conversion chart for Local Score based on STAR 15 points

Hawthorne Cedar Knolls Sr./Jr. High School

Highly Effective 14-15 points		Effective 8-13 points		Developing 3 -7 points		Ineffective 0-2 points	
15	≥26	13	24.77-25.25	7	20.77-21.25	2	17- 17.75
14	25.26-25.9	12	24.1-24.76	6	20.1-20.76	1	16.25-16.9
		11	23.26- 24	5	19.26-20	0	≤16.24
		10	22.77-23.25	4	18.6 -19.25		
		9	22.1- 22.76	3	17.76 -18.5		
		8	21.26-22				

HEDI conversion chart for Growth % of students meeting their individual goal targets

Highly Effective 18-20 points	Effective 9-17 points	Developing 3-8 points	Ineffective 0-2 points
61-100% met target	40-60% met target	26-39% met target	Less than 25 % met target
20pts = 87 to 100%	17 = 57-60%	8 = 36-39%	2 = 17-25%
19 = 74 to 86	16 = 54-56	7 = 34-35	1 = 9-16
18 = 61 to 73	15 = 52-53	6 = 32-33	0 = 0-8
	14 = 50-51	5 = 30-31	
	13 = 48-49	4 = 28-29	
	12 = 46-47	3 = 26-27	
	11 = 44-45		
	10 = 42-43		
	9 = 40-41		

TEACHER IMPROVEMENT PLAN FORM

Staff Member \_\_\_\_\_ Evaluator Name and Title \_\_\_\_\_

Building \_\_\_\_\_ Assignment \_\_\_\_\_ Date \_\_\_\_\_

Association Representative (if applicable) \_\_\_\_\_

---

Areas in Need of Improvement

---

Activities to Support Improvement

---

Timeline for Achieving Improvement

---

Manner in Which Improvement Will be Assessed

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Signature of Staff Member \_\_\_\_\_ Date \_\_\_\_\_

Signature of Association Representative \_\_\_\_\_ Date \_\_\_\_\_  
(If invited)

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX D

### HAWTHORNE CEDAR KNOLLS UNION FREE SCHOOL DISTRICT

#### PRINCIPAL IMPROVEMENT PLAN

The Principal Improvement Plan (PIP) is a structured plan designed to identify specific concerns in leadership and outlines a plan of action to address these concerns. The purpose of a PIP is to assist Principals to work to their fullest potential. The PIP provides assistance and feedback to the Principal and establishes a timelines for assessing its overall effectiveness.

A PIP must be initiated whenever a Principal receives a rating of “*developing*” or “*ineffective*” in a year end evaluation. Both the Principal and the Superintendent (or designee) shall meet for an evaluation conference by no later than June 30<sup>th</sup> of the school year where the “*developing*” or “*ineffective*” evaluation is discussed. A PIP shall be developed and designed by the Principal and the Superintendent (or designee) in collaboration with the president of the Principal’s Administrative Bargaining Unit or his/her designee over the course of the summer, consistent with the conditions set forth herein in Appendix E.

The PIP must be in place no later than September 10 of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated for the beginning of its implementation.

The Principal when receiving a rating of “*developing*” or “*ineffective*” must be offered the opportunity for a peer mentor chosen from the Principal’s Administrative Bargaining Unit mutually agreed on between the District and the Administrative Bargaining Unit. For a Principal rated “*ineffective*”, the mentor and the Principal will collaborate bi-weekly during the first quarter and no less than monthly for the remainder of the school year. All dealings between the mentor and the Principal will be confidential.

After the first quarter of Principal/mentor collaboration, the Superintendent or his/her designee will assess the effectiveness of the intervention and the level of improvement, no later than November 1<sup>st</sup>. Based on that assessment, the PIP may be adjusted appropriately with a meeting between the Superintendent or his/her designee, the Principal and mentor no later than November 30<sup>th</sup>. The Principal must also during the school year in which they are under PIP, be offered at least three professional development courses at district cost that are focused in specific areas of concern. The mentor must provide to the superintendent with a copy simultaneously sent to the Principal, a mid-year progress report no later than January 10<sup>th</sup>. The Superintendent (or designee) will provide the Principal with a written mid-year review, no later than January 15<sup>th</sup>, that will include, but will not be limited to, a second half meeting schedule with the Superintendent (or designee) that must consist of at least four (4) meetings, as well as clear written direction and guidance in regards to areas of concern. Each meeting will result in written documentation from the Superintendent (or designee) to the Principal, no later than 5 days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The mentor must provide, in writing, an end of the year evaluation to the Superintendent, with a copy simultaneously sent to the Principal, no later than May 15<sup>th</sup>. The Superintendent must provide the Principal with his/her evaluation no later than June 15<sup>th</sup>. The culmination of the PIP will be communicated in writing to the Principal. If at the end of the year, the PIP goals are met, or the administrator is rated “*effective*” the PIP will terminate. 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 with a PIP was in effect, a new plan will be developed by Principal and the Superintendent (or designee) in collaboration with the Principal’s Administrative Bargaining Unit adhering to the requirements contained herein with any additional measures in that subsequent school year following the guidelines set out in the PIP (Appendix E).



## APPENDIX E

HAWTHORNE CEDAR KNOLLS UNION FREE SCHOOL DISTRICT #3

PRINCIPAL IMPROVEMENT PLAN FORM

Staff Member \_\_\_\_\_ Evaluator Name \_\_\_\_\_

Building \_\_\_\_\_ Assignment \_\_\_\_\_ Date \_\_\_\_\_

Association Representative (if applicable) \_\_\_\_\_

---

**Specific Areas for Improvement:** ( specific behaviorally written goals for principal to accomplish during period of the plan)

TARGET Goals:

1. Student performance
2. Supervision of Staff
3. Fiscal Management
4. Community Relations

---

**Expected Outcomes of the PIP:** (Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific realistic achievable activities for the principal.)

---

**Responsibilities :** (Identify steps to be taken by Superintendent and the principal throughout the plan. Examples: supervisory conferences, school visits by the Superintendent, written reports and/or evaluations, etc.)

---

**Resources/Activities :** (Identify and list specific resources available to assist the principal to improve performance in Goals. Examples: colleagues, courses, workshops , peer visits, materials, etc., use of Marzano Rubric to monitor progress, online Marzano videos, )

## PRINCIPAL IMPROVEMENT PLAN FORM - PAGE 2

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**Evidence of Achievement :** (Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance. )

---

**Timeline for Achieving Improvement:** (Provide a specific timeline for implementation of the various components of the PIP and for final completion. Include potential dates and timeframes for written documentation and meetings/school visits/workshops, etc.)

---

Signature of Staff Member \_\_\_\_\_ Date \_\_\_\_\_

Signature of Association Representative \_\_\_\_\_ Date \_\_\_\_\_  
(If applicable)

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

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

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

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

#### Signatures, dates

Superintendent Signature: Date: 12/4/12




Teachers Union President Signature: Date:

 12/4/12

Administrative Union President Signature: Date:

 12/4/12

Board of Education President Signature: Date:

 12/4/12