



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

Commissioner of Education
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December 26, 2012

David Hubman, Superintendent
Adirondack Central School District
110 Ford Street
Boonville, NY 13309

Dear Superintendent Hubman:

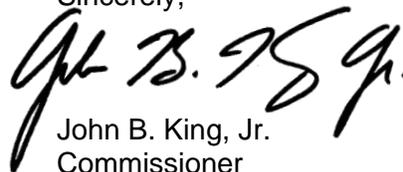
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Monday, December 10, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 410401060000

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

410401060000

1.2) School District Name: ADIRONDACK CSD

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

ADIRONDACK CSD

1.3) School Improvement Grant (SIG) Districts Only

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

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 Wednesday, May 02, 2012

Updated Thursday, December 13, 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 | District, regional, or BOCES-developed assessment | ACS Locally Developed Kindergarten Reading Comprehension Assessment |
| 1 | District, regional, or BOCES-developed assessment | ACS Locally Developed First Grade Reading Comprehension Assessment |
| 2 | District, regional, or BOCES-developed assessment | ACS Locally Developed 2nd Grade Reading Comprehension Assessment |

| | ELA | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Students were given a pre-assessment in reading at the beginning of the year in order to obtain some baseline information. Using the baseline data the District has established a minimum growth expectation that 60% of the students in each grade will score at or above grade level on the grade specific post-assessment. For third grade the District has set a minimum growth expectation of proficient on the NYS ELA Assessment. Proficient meaning a score of 3 or 4. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers will be rated highly effective when 60.5-100% of their students score on or above grade level on their year end assessment. Grade 3 teachers will earn this rating when 60.5-100% of their class roster attains a level of 3 or 4 on the ELA Grade 3 State Assessment |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Teachers will be rated effective when 44.5-60.4 of their students score on or above grade level on their year end assessment. Grade 3 teachers will earn this rating when 44.5-60.4% of their class roster attains a level 3 or 4 on the ELA Grade 3 State Assessment. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Teachers will be rated developing when 38.5-44.4% of their students score on or above grade level on their grade specific end of year assessment. Grade 3 teachers will earn this rating when 38.5-44.4% of their class roster score a level 3 or 4 on the Grade 3 NYS ELA Assessment |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Teachers will be rated as ineffective if 0-38.4% of their students score on or above grade level on their grade specific end of year assessment. Grade 3 teachers will earn this rating if 0-38.4% of their students score a level 3 or 4 on the Grade 3 ELA State Assessment. |

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | ACS Locally Developed Kindergarten Math Assessment |
| 1 | District, regional, or BOCES-developed assessment | ACS Locally Developed First Grade Math Assessment |
| 2 | District, regional, or BOCES-developed assessment | ACS Locally Developed Second Grade Math Assessment |
| | Math | Assessment |
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Students were given a pre-assessment in math at the beginning of the year in order to obtain some baseline information. Using the baseline data the District has established a minimum growth expectation that 60% of the students in each grade will score at or above grade level on the grade specific math post-assessment. For third grade the District has set a minimum growth expectation of proficient on the NYS Math Assessment. Proficient meaning a score of 3 or 4. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Teachers will be rated highly effective when 60.5-100% of their students score on or above grade level on their year end math assessment. Grade 3 teachers will earn this rating when 60.5-100% of their class roster attains a level of 3 or 4 on the NYS Grade 3 Math Assessment |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Teachers will be rated effective when 44.5-60.4 of their students score on or above grade level on their math year end assessment. Grade 3 teachers will earn this rating when 44.5-60.4% of their class roster attains a level 3 or 4 on the NYS Grade 3 Math Assessment. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Teachers will be rated developing when 38.5-44.4% of their students score on or above grade level on their grade specific end of year math assessment. Grade 3 teachers will earn this rating when 38.5-44.4% of their class roster score a level 3 or 4 on the NYS Grade 3 Math Assessment |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Teachers will be rated as ineffective if 0-38.4% of their students score on or above grade level on their grade specific end of year math assessment. Grade 3 teachers will earn this rating if 0-38.4% of their students score a level 3 or 4 on the NYS Grade 3 Math State Assessment. |

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 | Jefferson-Lewis BOCES Regionally Developed 6th grade Science Assessment |
| 7 | District, regional or BOCES-developed assessment | Jefferson-Lewis BOCES Regionally developed 7th grade 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 | Students were given a pre-assessment at the beginning of the year in order to gather data. After evaluating the data |
|---|--|

| | |
|--|--|
| <p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>the District has set a minimum growth expectation of 80% of students will score 70% or higher on the Jefferson-Lewis Regionally Developed grade specific science assessment. For the 8th grade, based on the data collected the District has established a minimum growth expectation of 80% of 8th grade students will score a 3 or 4 on the NYS 8th Grade Science Assessment.</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p> | <p>Teachers will be rated highly effective when 80.5-100% of their students score 70 or higher on the end of year grade specific science assessment. 8th grade teachers will earn this rating when 80.5-100% of their students score a 3 or 4 on the NYS 8th Grade Science Assessment.</p> |
| <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p> | <p>Teachers will be rated effective when 59.5-80.4% of their students score 70 or higher on the year end grade specific science assessment. 8th grade teachers will earn this rating when 59.5-80.4% of their students score a 3 or 4 on the NYS 8th Grade Science Assessment</p> |
| <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p> | <p>Teachers will be rated as developing when 51.5-59.4% of their students score 70 or higher on the year end grade specific science assessment. 8th grade teachers will earn this rating when 51.5-59.4% of their students score a 3 or 4 on the NYS 8th Grade Science Assessment</p> |
| <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p> | <p>Teachers will be rated as ineffective when 0-51.4% of their students score 70% or above on their year end grade specific Science assessment. 8th grade teachers will earn this rating when 0-51.4% of their students score a 3 or 4 on the NYS 8th Grade Science Assessment.</p> |

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 | ACS Locally Developed 6th Grade Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | ACS Locally Developed 7th Grade Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | ACS Locally Developed 8th Grade 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.

| | |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>Students were given a pre-assessment at the beginning of the year in order to gather data. After evaluating the data the District has set a minimum growth expectation of 80% of students will score 70% or higher on the ACS Locally Developed Social Studies Grade Specific assessment.</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p> | <p>Teachers will be rated highly effective when 80.5-100% of their students score 70 or higher on the year end Social Studies assessment</p> |

| | |
|--|--|
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers will be rated effective when 59.5-80.4% of their students score 70 or higher on the year end Social Studies assessment. |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers will be rated as developing when 51.5-59.4% of their students score 70 or higher on the year end Social Studies assessment. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers will be rated as ineffective when 0-51.4% of their students score 70% or above on their year end Social Studies assessment. |

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 | ACS Locally Developed Global year end 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. | Based on a three year aggregate average of Regents exam scores, the District has set a minimum growth expectation of 60% of all students will attain a Regents or year end assessment score of 75 or higher on the ACS Locally Developed Global 1 Assessment., Global 2 participants will score 72 or higher on The Global Studies Regents Exam, and American History students will score 85 or higher on the NYS U.S. History Regents Exam. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers will be rated as highly effective when 60.5-100% of their students score at or above their target on their year end assessment or Regents exam |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers will be rated as effective when 44.5-60.4% of their students score at or above their target on their end of year assessment or Regents exam |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers will be rated as developing when 38.5-44.4% of their students score at or above their target on their end of year assessment or Regents exam |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers will be rated ineffective when 0-38.4% of their students score at or above their target on their end of year |

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. | Based on a three year aggregate average of Regents exam scores the District has established a minimum growth expectation of 60% of all students will attain a Regents assessment score of 75 or higher on Living Environment, 81 or higher on Earth Science, 74 or higher on Chemistry, or 74 or higher on Physics. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers will be rated as highly effective when 60.5-100% of their students score at or above their target on their course specific Regents exam |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers will be rated as effective when 44.5-60.4% of their students score at or above their target on their course specific Regents exam |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers will be rated as developing when 38.5-44.4% of their students score at or above their target on their course specific Regents exam |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers will be rated as ineffective when 0-38.4% of their students score at or above their target on their course specific Regents exam |

2.8) High School Math Regents Courses

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

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

| | Math Regents Courses | Assessment |
|-----------|----------------------|--------------------|
| Algebra 1 | Regents assessment | Regents assessment |

| | | |
|-----------|--------------------|--------------------|
| Geometry | Regents assessment | Regents assessment |
| Algebra 2 | Regents assessment | Regents assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Based on a three year aggregate average of Regents exam scores, the District has established a minimum growth expectation of 60% of all students will attain a Regents assessment score of 75 or higher on the Algebra 1, 77 or higher on Geometry, or 69 or higher on the Algebra 2. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Teachers will be rated as highly effective when 60.5-100% of their students score at or above their target on their course specific Regents exam |
| Effective (9 - 17 points) Results meet District goals for similar students. | Teachers will be rated as effective when 44.5-60.4% of their students score at or above their target on their course specific Regents exam |
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers will be rated as developing when 38.5-44.4% of their students score at or above their target on their course specific Regents exam |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers will be rated ineffective when 0-38.4% of their students score at or above their target on their course specific Regents exam |

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 | ACS Locally Developed English 9 Year End Assessment |
| Grade 10 ELA | District, regional or BOCES-developed assessment | ACS Locally Developed English 10 Year End Assessment |
| Grade 11 ELA | Regents assessment | NYS English Regents Exam |

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. | Based on a three year aggregate average of Regents exam scores, the District has established a minimum growth expectation of 60% of all students will attain a Regents or grade specific year end assessment score of |
|---|---|

| | |
|--|---|
| Developing (3 - 8 points) Results are below District goals for similar students. | Teachers will be rated developing if 38.5-44.4% of their students meet or exceed proficient level on their course specific year end assessment. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Teachers will be rated ineffective if 0-38.4% of their students meet or exceed proficient level on their course specific year end assessment. |

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/5364/123848-TXEttx9bQW/Growth HEDI.xlsx

2.12) Locally Developed Controls

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

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

No adjustments, controls, or other special considerations will be applied. All children enrolled will be part of the scoring, rating, and data collected.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. Checked

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

3. Local Measures (Teachers)

Created Wednesday, May 16, 2012

Updated Monday, December 24, 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 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Grade 4 Vocabulary Assessment |
| 5 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Grade 5 Vocabulary Assessment |

| | | |
|---|--|---|
| 6 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 6 Vocabulary Assessment |
| 7 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 7 Vocabulary Assessment |
| 8 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 8 Vocabulary Assessment |

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. | All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. In grades 4-5 classroom teachers have set individual student targets for the students on their roster. Grades 6, 7, and 8 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each grade level team has established a vocabulary list of 75 words of which 25 were selected for the pre asesment and 25 will be selected for the post grade specific assessment. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated highly effective when 79.5-100% of their students meet or exceed their individual target as set by their teacher, or grade level team.. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated effective when 57.5-79.4% of their students meet or exceed their target as set by their teacher or grade level team. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated developing when 49.5-57.4% of their students meet or exceed their individual target aas set by their teacher or grade level team |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher or grade level team. |

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 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Grade 4 Vocabulary Assessment |

| | | |
|---|---|---|
| 5 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Grade 5 Vocabulary Assessment |
| 6 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 6Vocabulary Assessment |
| 7 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 7Vocabulary Assessment |
| 8 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 8Vocabulary Assessment |

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

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

| | |
|--|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. In grade 4-5 classroom teachers have set individual student targets for the students on their roster. Grades 6, 7, and 8 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each grade level team has established a vocabulary list of 75 words of which 25 were selected for the pre asesment and 25 will be selected for the post grade specific assessment. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated highly effective when 79.5-100% of their students meet or exceed their individual target as set by their teacher, or grade level team.. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated effective when 57.5-79.4% of their students meet or exceed their target as set by their teacher or grade level team. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated developing when 49.5-57.4% of their students meet or exceed their individual target aas set by their teacher or grade level team |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be rated ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher or grade level team. |

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/5139/130320-rhJdBgDruP/Local 20 15 pt chart RR 3.3.xlsx

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 | 5) District, regional, or BOCES-developed assessments | ACS Locally Developed Kindergarten Vocabulary Assessment |
| 1 | 5) District, regional, or BOCES-developed assessments | ACS Locally Developed Grade 1 Vocabulary Assessment |
| 2 | 5) District, regional, or BOCES-developed assessments | ACS Locally Developed Grade 2 Vocabulary Assessment |
| 3 | 5) District, regional, or BOCES-developed assessments | ACS Locally Developed Grade 3 Vocabulary Assessment |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. In grade K-3 classroom teachers have set individual student targets for the students on their roster. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each grade level team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teacher will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher. |

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 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Kindergarten Vocabulary Assessment |
| 1 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Grade 1 Vocabulary Assessment |
| 2 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Grade 2 Vocabulary Assessment |
| 3 | 5) District, regional, or BOCES–developed assessments | ACS Locally Developed Grade 3 Vocabulary Assessment |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. In grade K-3 classroom teachers have set individual student targets for the students on their roster. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each grade level team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher. |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teacher will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher. |

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 | ACS Locally Developed Grade 6 Vocabulary Assessment |
| 7 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 7 Vocabulary Assessment |
| 8 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 8 Vocabulary Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. Grades 6, 7, and 8 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each grade level team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teacher will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher. |

3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 6 Vocabulary Assessment |
| 7 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 7 Vocabulary Assessment |
| 8 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 8 Vocabulary Assessment |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. Grades 6, 7, and 8 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each grade level team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Teacher will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher. |

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 | ACS Locally Developed Grade 9 Vocabulary Assessment |
| Global 2 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade10 Vocabulary Assessment |
| American History | 6(ii) School wide measure computed locally | ACS Locally Developed Grade11 Vocabulary Assessment |

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.

| | |
|--|---|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. Grades 9-12 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each school wide grade specific team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment.</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher.</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher</p> |

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 | ACS Locally Developed Grade 9 Vocabulary Assessment |
| Earth Science | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 10 Vocabulary Assessment |
| Chemistry | 6(ii) School wide measure computed locally | ACS Locally Developed Grade11Vocabulary Assessment |
| Physics | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 12 Vocabulary Assessment |

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.

| | |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. Grades 9-12 and all special area teachers have established grade level teams and have set targets school wide and specific to each student within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each school wide grade specific team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment.</p> |
| <p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher.</p> |
| <p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher</p> |

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 | ACS Locally Developed Grade 9 Vocabulary Assessment |
| Geometry | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 10 Vocabulary Assessment |
| Algebra 2 | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 11Vocabulary Assessment |

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

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

| | |
|--|---|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. Grades 9-12 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each school wide grade specific team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment.</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher.</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teacher will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher.</p> |

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|---|--|
| Grade 9 ELA | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 9 Vocabulary Assessment |
| Grade 10 ELA | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 10 Vocabulary Assessment |
| Grade 11 ELA | 6(ii) School wide measure computed locally | ACS Locally Developed Grade 11 Vocabulary Assessment |

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

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

| | |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p> | <p>All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an improvement target will be established for each child. In grades K-5 classroom teachers have set individual student targets for the students on their roster. Grades 6, 7, and 8 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. Grades 9-12 and all special area teachers have established grade level teams and have set targets school wide and specific to each students within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each school wide grade specific team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific assessment.</p> |
| <p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as highly effective when 77.5-100% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as effective when 57.5-77.4% of their students meet or exceed their target set by their teacher.</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teachers will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target set by their teacher.</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Teacher will be scored as ineffective when 0-49.4% of their students meet or exceed their individual target set by their teacher.</p> |

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/5139/130320-y92vNseFa4/Local 20 20 pt chart RR 3.13.xlsx

3.14) Locally Developed Controls

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

There will be no adjustments made. Teachers will set individual targets for each student.

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.

We have agreed to use one measure for each building for 2012-2013.

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 Wednesday, May 16, 2012

Updated Monday, December 24, 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.)

Marshall's Teacher Evaluation Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

| | |
|--|---------------|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 31 |
| One or more observation(s) by trained independent evaluators | (No response) |
| Observations by trained in-school peer teachers | (No response) |
| Feedback from students using State-approved survey tool | (No response) |
| Feedback from parents/caregivers using State-approved survey tool | (No response) |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 29 |

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.

The Adirondack Teacher's Association and the District have agreed to the following procedure. Each teacher will be observed three times during the course of the school year. Observations one and three will be done through a walk-through format. The supervisor will spend 10-15 minutes in the classroom collecting information and making observations on as many of the 31 components of the rubric as possible. During visit number one the supervisor will score as many elements as they can observe. The teacher will be notified following the observation that their rubric has been scored and is awaiting their review with the supervisor. Areas of strength and areas of concern will be noted, discussed, and an action plan will be put into place if necessary. Visit number 2 will be a formal 40 minute full observation. These will be scheduled with the full knowledge and input from the teachers. A pre-observation conference will be held. The supervisor will complete as many of the 31 observation elements as possible. Again, the teacher will be notified that the observation rubric is complete and ready for their review. The final walk through, visit number 3, will allow the teacher an

opportunity to address areas of concern or actions plans put into place after observations one and/or two. The two-walk through portions will be unannounced.

While the 31 elements are being scored through the observation process, the remaining 29 elements will be scored prior to the end of the year. These elements are not as observable in a lesson as they are in the preparation, involvement in meetings, communication with parents etc. and will be scored throughout the course of the school year.

With the completion of all 60 elements a score of 0-60 will be established by adding all the scores (rubric elements are scored 1-4) and the dividing by 60. Points earned out of 240 divided by 60 = rubric score. Based on the rubric score a corresponding HEDI score of 0-60 will be assigned to each teacher.

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

[assets/survey-uploads/5091/130322-eka9yMJ855/Marshall HEDI.xlsx](#)

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. | Upon the completion of the Marshall rubric, teachers will rated as highly effective when they earn a rubric score of 3.7 - 4.0, and will receive a HEDI score of 59 or 60. |
| Effective: Overall performance and results meet NYS Teaching Standards. | Upon the completion of the Marshall rubric, teachers will rated as effective when they earn a rubric score of 2.9 - 3.6, and will receive a HEDI score of 57-58. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | Upon the completion of the Marshall rubric, teachers will rated as developing when they earn a rubric score of 1.9-2.8, and will receive a HEDI score of 50-56. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | Upon the completion of the Marshall rubric, teachers will rated as ineffective when they earn a rubric score of 1.0-1.8, and will receive a HEDI score of 0-49. |

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 Informal/Short | 2 |
| 4.6) Observations of Probationary Teachers Enter Total | 3 |

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

| | |
|--|---|
| 4.7) Observations of Tenured Teachers Formal/Long | 1 |
| 4.7) Observations of Tenured Teachers Informal/Short | 2 |
| 4.7) Observations of Tenured Teachers Total | 3 |

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|-------------|---|
| Formal/Long | 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 Wednesday, May 16, 2012

Updated Friday, December 14, 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 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 Wednesday, May 16, 2012
Updated Wednesday, October 10, 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/5265/130327-Df0w3Xx5v6/Teacher Improvement Plan.xls

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Appeals Process

Beginning with the 2012-2013 school year the teacher evaluation will be in effect for all teachers. This evaluation will be conducted under the laws, regulations, and guidelines provided under Education law 3012c and commissioner's regulations.

Teacher ratings:

According to the law and regulations all teachers will be categorized in one of four areas; highly effective, effective, developing, and ineffective. These categories will be established based on 20% student growth on State assessments, 20% student growth or achievement based on local assessments, and 60% on teacher performance on the teacher standards as stated in the Marshall rubric. (See appendix A)

Written Response:

Each teacher has the right to respond to their final evaluation and HEDI rating. Teachers who wish to respond to their score must do so within five (5) business days. The written response will be attached to the evaluation and placed in their personnel file.

Appeal Steps:

The following appeal process is being put into place to ensure that the procedures presented here are followed and that due process is being provided. The appeal is based on the teacher rating after all sections are completed. Discussion on each component only occurs at an appeal meeting. Appeals must be made in writing within five (5) business days of receipt of the final teacher rating for that school year. This process is intended to deal with ratings of ineffective or developing. Teachers who receive ratings of effective or highly effective are not eligible for the appeal process.

First year teachers:

1. No appeal on the rating.

2. A procedural violation can be appealed to the appeal committee. This committee will consist of one representative for the teacher, and one administrator. The teacher will be allowed to attend the hearing to provide evidence. By regulation the appeal committee administrator cannot be the one who performed the observation portion of the evaluation. The teacher in question will have five (5) business days to appeal, in writing, the procedural violation to the Superintendent. The appeal hearing will take place within five (5) business days from receipt of the written request from the teacher. The appeal will specifically address the aspect of the procedural violation that occurred with concrete evidence. The appeal committee will render a decision within five (5) business days of hearing the appeal.

3. The decision of the appeal committee can be appealed to the Superintendent by either the teacher or the direct supervisor. This appeal must be submitted, in writing, to the Superintendent within five (5) business days of receipt of the decision of the appeal committee. The Superintendent will schedule a hearing within five (5) business days of receipt of the appeal. The teacher may be represented by a member of their Association. The direct supervisor may also be represented by a member of their Association. The Superintendent will render a decision within five (5) business days of the hearing. The decision of the Superintendent is final.

4. If still in disagreement the teacher may submit a written response to the evaluation within ten (10) business days of the decision of the Superintendent. This letter will be placed in the personnel file along with the final annual evaluation.

2nd Year teachers:

1. A non-tenured teacher in their second year of a three year probationary appointment can appeal an ineffective or developing rating, or a procedural violation.

2. The teacher in question will have five (5) business days to appeal to the Appeal committee in writing. The appeal committee will consist of one representative for the teacher, and one administrator. The teacher will be allowed to attend the hearing to provide evidence. By regulation the administrator cannot be the one who performed the observation portion of the evaluation. The appeal hearing will take place within five (5) business days from receipt of the written request from the teacher. The appeal committee must be presented with evidence of specific categories under consideration. Evidence must be concrete. The appeal committee will render a decision within five (5) business days of the appeal hearing.

3. The decision of the appeal committee can be appealed to the Superintendent by either the teacher or the direct supervisor. This appeal must be submitted, in writing, to the Superintendent within five (5) business days of receipt of the decision of the appeal committee. The Superintendent will schedule a hearing within five (5) business days of receipt of the appeal. The teacher may be represented by a member of their Association. The direct supervisor may also be represented by a member of their Association. The Superintendent will render a decision within five (5) business days of the hearing. The decision of the Superintendent is final.

4. If still in disagreement the teacher may submit a written response to the evaluation within ten (10) business days of the decision of the Superintendent. This letter will be placed in the personnel file along with the final annual evaluation

Final Probationary Year:

1. A teacher in their second year of a two-year probationary appointment (previously tenured teacher) or teachers in their third year of a probationary appointment can appeal a rating of ineffective, developing, and/or a procedural violation.

2. The teacher in question would have five (5) business days to appeal, in writing, to the Appeal Committee. The appeal committee will consist of one representative for the teacher, and an administrator. The teacher will be allowed to attend the hearing to provide evidence. By regulation the administrator cannot be the one who performed the observation portion of the evaluation. The appeal hearing will take place within five (5) business days from receipt of the written request from the teacher. An appeal of the rating must be presented with evidence of specific categories under consideration. Evidence must be concrete. The appeal committee will render a decision within five (5) business days of the appeal hearing.

3. The decision of the appeal committee can be appealed to the Superintendent by either the teacher or the direct supervisor. This appeal must be submitted, in writing, to the Superintendent within five (5) business days of receipt of the decision of the appeal committee. The Superintendent will schedule a hearing within five (5) business days of receipt of the appeal. The teacher may be represented by a member of their Association. The direct supervisor may also be represented by a member of their Association. The Superintendent will render a decision within five (5) business days of the hearing. The decision of the Superintendent is final.

4. If still in disagreement the teacher may submit a written response to the evaluation within ten (10) business days of the decision of the Superintendent. This letter will be placed in the personnel file along with the final annual evaluation.

Tenured Teachers

1. A tenured teacher can appeal a rating of ineffective, developing, and/or a procedural violation.

2. The teacher in question would have five (5) business days to appeal in writing to the Appeal Committee. The appeal committee will consist of one representative for the teacher, and an administrator. The teacher will be allowed to attend the hearing to provide evidence. By regulation the administrator cannot be the one who performed the observation portion of the evaluation. The appeal hearing will take place within five (5) business days from receipt of the written request from the teacher. An appeal of the rating must be presented with evidence of specific categories under consideration. Evidence must be concrete. The appeal committee will render a decision within five (5) business days of the appeal hearing.

3. The decision of the appeal committee can be appealed to the Superintendent by either the teacher or the direct supervisor. This appeal must be submitted, in writing, to the Superintendent within five (5) business days of receipt of the decision of the appeal committee. The Superintendent will schedule a hearing within five (5) business days of receipt of the appeal. The teacher may be represented by a member of their Association. The direct supervisor may also be represented by a member of their Association. The Superintendent will render a decision within five (5) business days of the hearing. The decision of the Superintendent is final.

4. If still in disagreement the teacher may submit a written response to the evaluation within ten (10) business days of the decision of the Superintendent. This letter will be placed in the personnel file along with the final annual evaluation.

3020a Proceeding:

In the event that a teacher receives an Ineffective Rating in two consecutive years, appeals both ratings and is denied his or her Appeal in both instances, nothing in this procedure precludes the teacher from arguing the same points in a 3020a proceeding should the school district choose to take the teacher to that proceeding.

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 evaluators for this process will be the Administrators in the District. Each administrator will attend component training from our Network Team. Administrators will collect certificates from each training. They will be certified by the Board of Education upon the recommendation of the Superintendent. This will be an annual certification. The training for administrators will be continuous and ongoing.

The District in collaboration with the Administrative team will investigate the possibility of purchasing a third party product approved by the State Education Department that provides on going training based specifically on the District chosen rubric. This on-line service will provide on going training, allow administrators the opportunity to become callibrated, and will provide opportunities for inter-rater reliability.

The District and Administrative team will review a series of educational videos of first and second grade teachers providing instruction for different levels of children. As these videos are observed, administrators will complete componenets of the rubric. Scores will be reviewed and discussed with a mutual understadning being developed to also ensure inter-rater reliability.

We are also utilizing funds from our RTTT allocation to provide administrators with an opportunity to attend training sessions with the author of the rubric.

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 | Checked |
|--|---------|

| | |
|---|---------|
| the classroom teacher's performance is being measured. | |
| 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 06, 2012

Updated Friday, December 14, 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):

| |
|---------------|
| Pre K - 5 |
| Grades 6-8 |
| Grades 9-12 |
| (No response) |
| (No response) |
| (No response) |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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. | All Principals will receive a growth measure from NYSED |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | All Principals will receive a growth measure from NYSED |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | All Principals will receive a growth measure from NYSED |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | All Principals will receive a growth measure from NYSED |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | All Principals will receive a growth measure from NYSED |

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, June 28, 2012

Updated Monday, December 24, 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-5 | (d) measures used by district for teacher evaluation | ACS Locally Developed Grade Specific Vocabulary Assessment |
| 6-8 | (d) measures used by district for teacher evaluation | ACS Locally Developed Grade Specific Vocabulary Assessment |
| 9-12 | (d) measures used by district for teacher evaluation | ACS Locally Developed Grade Specific Vocabulary 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.

| | |
|--|--|
| <p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p> | <p>All students have been given a pre-test consisting of grade level specific vocabulary. This assessment was used to collect baseline data from which an achievement target will be established for each child. In grades K-5 buildings principals have approved set individual student targets for the students in their buildings. Principals in grades 6, 7, and 8 have approved established grade level teams and have set targets school wide and specific to each student within each grade level. Principals in grades 9-12 have approved established grade level teams and have set targets school wide and specific to each student within each grade level. The expectation is that 75% of students will meet or exceed their individually set target from the pre-test to the post-test. Each school wide grade specific team has established a vocabulary list of 75 words of which 25 were selected for the pre assessment and 25 will be selected for the post grade specific</p> |
|--|--|

| | |
|---|---|
| | assessment. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Principals will be scored as highly effective when 79.5-100% of their students meet or exceed their individual target for their building. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Principals will be scored as effective when 57.5-79.4% of their students meet or exceed their target for their building |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Principals will be scored as developing when 49.5-57.4% of their students meet or exceed their individual target for their building. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Principals will be scored as ineffective when 0-49.4% of their students meet or exceed the their individual target for their building. |

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/5366/146772-qBFVOWF7fC/Local 20 15 points HEDI for Principals.xlsx

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. | Covered under section 8.1 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Covered under section 8.1 |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Covered under section 8.1 |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Covered under section 8.1 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Covered under section 8.1 |

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Under section 3.14 is the description of how the targets for each individual students are being set. The Principals will be scored based on the student achievement of those targets. No other controls are in place other than those allowed by the State.

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.

Not applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, June 28, 2012

Updated Monday, December 24, 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.

Marshall's Principal Evaluation 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.

Points will be assigned through the rubric. The first 35 points will be based on periodic visits with each principal. The superintendent and principal will make inspections and classroom visits together to engage in a collaborative dialogue on best practice and effective classroom observation. Using Leverage Leadership and Driven by Data as our book study, the superintendent and principal will work together to create a visitation schedule adapted to the needs of the teachers and principals.

The 25 points will be distributed using the rubric as well. These points will be assigned to the professional development opportunities taken by the principal, as well as observations and data collected on faculty meetings, staff development, parental involvement, and professional obligations.

Upon completion of the entire rubric, the scores will be calculated and converted to a score of 1-4. Each element will be rated ineffective (1), developing (2) effective (3) or highly effective (4). All 60 scores will be added together and divided by 60, which will equal the rubric score. The attached chart will convert the rubric score to a HEDI score of 0-60.

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

[assets/survey-uploads/5143/146773-pMADJ4gk6R/HEDI Bands Marshall_1.xlsx](#)

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. | Upon completion of the Marshall rubric principals scoring in the 3.5 - 4.0 range will be rated as highly effective. |
| Effective: Overall performance and results meet standards. | A principal will receive a rating of effective when their score range is between 2.7-3.4 out of 4 possible points. |
| Developing: Overall performance and results need improvement in order to meet standards. | A principal will receive a rating of developing when their score range is between 1.7-2.6 out of 4 possible points. |
| Ineffective: Overall performance and results do not meet standards. | A principal will receive a rating of ineffective when their score range is between 1.0-1.6 out of 4. |

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

| | |
|----------------------------------|----|
| By supervisor | 10 |
| By trained administrator | 0 |
| By trained independent evaluator | 0 |
| Enter Total | 10 |

Tenured Principals

| | |
|----------------------------------|----|
| By supervisor | 10 |
| By trained administrator | 0 |
| By trained independent evaluator | 0 |
| Enter Total | 10 |

10. Composite Scoring (Principals)

Created Thursday, June 28, 2012

Updated Wednesday, December 19, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, June 28, 2012

Updated Wednesday, December 19, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/146775-Df0w3Xx5v6/PIP.xls>

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:

I. RATINGS THAT MAY BE APPEALED

A. A probationary principal may only appeal an Annual Professional Performance Review ("APPR") rating of Ineffective.

B. A tenured principal may only appeal an APPR rating of Ineffective or Developing.

II. GROUNDS FOR APPEAL

The scope of an APPR rating appeal is limited to the following:

- *The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law Section 3012-c;*
- *The adherence to the Commissioner's Regulations, as applicable to such reviews; and*
- *The District's issuance and/or implementation of the terms of a principal improvement plan ("PIP") under Education Law Section 3012-c.*

III. PROHIBITION AGAINST MULTIPLE APPEALS

A principal may not file multiple appeals regarding the same APPR rating or PIP. All grounds for appeal must be raised with specificity within the one appeal permitted for the APPR or PIP, as applicable. Any grounds not raised at the time the appeal is filed shall be deemed waived and cannot be pursued.

IV. BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the principal seeks relief.

V. FILING AN APPEAL

A. All appeals must be submitted in writing no later than five (5) calendar days after the date on which the principal receives his/her APPR rating. If the principal is challenging the issuance of a PIP, the appeal must be filed no later than five (5) calendar days of the issuance of the PIP. The appeal and supporting information must be filed with the District staff member who either (i) issued the APPR rating; or (ii) who is responsible for either the issuance or implementation of the terms of the principal's PIP, and the Superintendent of Schools.

B. The failure to file an appeal within the time frames specified in paragraph A, above, shall constitute a waiver of the right to be appeal, and the appeal shall be dismissed with prejudice.

C. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over the APPR rating being challenged, or the issuance/implementation of the terms of the PIP. Any documentation, materials or evidence in support of the challenge must be submitted with the appeal.

D. Any information not submitted by the principal at the time the appeal is filed will not be considered.

VI. DISTRICT'S RESPONSE TO AN APPEAL

A. Within fifteen (15) calendar days of receipt of an appeal, the District staff member who either (i) issued the APPR rating; or (ii) who is responsible for either the issuance or implementation of the terms of the PIP, must file a detailed written response to the appeal with the Superintendent of Schools. The response must include any and all documents or written materials specific to the point or points of disagreement that support the District's response and are relevant to the resolution of the appeal.

B. Any information that is not submitted at the time the response is filed shall not be considered in any deliberations related to the resolution of the appeal.

C. The principal initiating the appeal shall receive a copy of the response filed by the District, as well as any and all additional information submitted with the response, at the same time the District files its response with the Superintendent of Schools. If the principal is unavailable to personally receive the District's response at the time it is filed with the Superintendent of Schools, delivery of a copy of the District's response to the principal may be accomplished by either (i) placing the District's Response in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the District's Response to the principal at the principal's District e-mail address; or (3) mailing of the District's Response to the principal's last home address on file with the District on the same day the decision is filed with the Superintendent of Schools.

VII. REVIEW OF APPEAL

A. For each APPR appeal filed under this appeals process, a panel shall be established that acts as the final authority on that appeal (the "Panel"). The Panel shall consist of:

1. A Superintendent from one of the Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES (the "BOCES") component School Districts,

selected by the Superintendent of Schools;

2. An administrator from either the BOCES or one of the BOCES component School Districts, selected by the appealing principal;
3. A third individual, also an employee of either the BOCES or one of the BOCES component School Districts, selected by the first two Panel members.

B. The Superintendent of Schools and the appealing principal shall each designate their respective Panel member selections within five (5) calendar days of the Superintendent of Schools' receipt of the appeal. The Superintendent of Schools shall give notice of his/her designation in writing to the appealing principal, and the appealing principal shall give notice of his/her designation in writing to the Superintendent of Schools. Each designation shall include the name, title, and employer of the selected individual. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

C. Within five (5) calendar days of designation as Panel members, the two selected individuals shall designate the third Panel member, and notify the Superintendent of Schools and the principal in writing of the name, title, and employer of the third Panel member. The designation shall include written verification that the selected individual has agreed to act as a Panel member. The written notification and verification required by this paragraph may be accomplished by electronic mail ("e-mail").

D. The Panel shall coordinate with the Superintendent of Schools to ensure that each Panel member receives a copy of the appeal and a copy of the District's response to the appeal.

E. Within five (5) calendar days of designation of the third Panel member, the entire Panel shall meet to review the appeal and the District's response to the appeal. The Panel will not receive or take testimony, and shall review the merits of the appeal solely based on the written record. Notwithstanding the foregoing, in the event that the Panel determines that the appeal should be dismissed in accordance with Article III or Article V - paragraph B, no meeting shall be necessary and the Panel may render its decision without having held a meeting to review the written evidence. In the event this occurs, the filing and notification required under paragraph F, below, shall occur on or before the date on which the Panel was to meet to review the appeal.

F. The Panel shall file a written decision on the appeal within fifteen (15) calendar days of the meeting referenced in paragraph E, above. The decision shall be filed with the Superintendent of Schools and a copy provided to both the appealing principal and the evaluator/person responsible for either issuing or implementing the terms of a PIP, contemporaneously with the filing of the written decision with the Superintendent of Schools. The decision shall be based on the written record, comprised of the principal's appeal papers and supporting information, as well as the response required under Section VI, above. This decision shall be final and binding. If the principal is unavailable to personally receive the decision at the time it is filed with the Superintendent of Schools, delivery of a copy of the decision to the principal may be accomplished by either (i) placing the decision in a sealed envelope marked "confidential" at the location designated for the principal to receive mail at the District; (2) e-mail of a copy of the decision to the principal at the principal's District e-mail address; or (3) mailing of the decision to the principal's last home address on file with the District on the same day the decision is filed with the Superintendent of Schools.

G. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Panel may (i) set aside a rating if it has been affected by substantial error or defect; (ii) modify a rating if it has been affected by substantial error or defect; or (iii) order a new evaluation if procedures have been violated.

H. The original decision, original appeal (and supporting information), and original response required under Article VI (and supporting information), shall be placed in the principal's personnel file.

I. The time frames specified in this Article may be extended by mutual consent of all parties. The consent must be in writing. For purposes of this paragraph, the written consent may be accomplished by electronic mail ("e-mail"). Any extension agreed upon will be done in a timely and expeditious manner in compliance with the laws and regulations of 3012-c.

VIII. EXCLUSIVITY OF EDUCATION LAW SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal APPR or improvement plan. A principal may not resort to any other procedure for the resolution of challenges and appeals related to an APPR or improvement plan, including, but not limited to, any grievance procedure set forth in an applicable collective bargaining agreement, except as otherwise authorized by law.

PROCEDURAL CHECKLIST

Check if timely:

APPR Rating Received:

Appeal must be filed by:

* Appeal filed: _____

District's response must be filed by: _____

* District's response filed: _____ * District's response copied to principal:
method:

Initial Panel designations must be made by: *Superintendent's Panel designation to principal:

* Principal's Panel designation to Superintendent:

Third Panel designation must be made by:

* Third Panel designation to Superintendent:

* Third Panel designation to principal:

Date appeal and District response provided to Panel:

Date Panel must meet:

* Date Panel met:

Decision must be filed:

* Copy to principal:

* Copy to evaluator:

Use only if Panel determines dismissal is warranted based on procedural grounds:

Date Panel must file decision: _____

(same as date Panel must meet)

* Decision filed: _____

* Copy to principal: _____ method: _____

* Copy to evaluator: _____ method: _____

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 will evaluate the principals. The Superintendent will attend trainings provided by the State Education Department, LEAF, BOCES, or trainings provided by the rubric provider. The Superintendent will attend training intended to callibrate the Superintendent using the approved rubric for Principals.

The Superintendent will attend training on an ongoing basis. For the 2012-2013 school year the Superintendent attended a training session in Albany during July. During this training an initial callibration was awarded based on extensive review of documentation and the completion of the Marshall rubric. The continuation of training will provide the Superintendent an opportunity to gain more expertise in completing the Marshall rubic. The callibration designation is evidance of inter-rater reliability.

The Superintendent also attended a one day training provided by Kim Marshall, the author of the Principal rubric used for the 2012-2013 school year. This training was provided specifically for evaluators of Principals.

The Superintendent will announce visits to review the rubric with Principals both individual and in group sessions. Principals will have opportunities to submit periodic evidence to demonstrate effectiveness in areas not noticable on building visits.

The Board of Education will certify the Superintendent as a Lead Evaluator of Principlas. This will be based on evidence provided. Certification is annual.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, October 10, 2012

Updated Monday, December 24, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/192763-3Uqgn5g9Iu/Signatures 3.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.

Teacher 60 Point Breakdown using Marshall Rubric

Rubric Score HEDI Score

| | | |
|-----|----|------------------|
| 1.0 | 0 | Ineffective |
| 1.1 | 6 | |
| 1.2 | 12 | |
| 1.3 | 18 | |
| 1.4 | 24 | |
| 1.5 | 30 | |
| 1.6 | 36 | |
| 1.7 | 42 | |
| 1.8 | 49 | |
| 1.9 | 50 | Developing |
| 2.0 | 50 | |
| 2.1 | 51 | |
| 2.2 | 52 | |
| 2.3 | 53 | |
| 2.4 | 53 | |
| 2.5 | 54 | |
| 2.6 | 55 | |
| 2.7 | 56 | |
| 2.8 | 56 | Effective |
| 2.9 | 57 | |
| 3.0 | 57 | |
| 3.1 | 57 | |
| 3.2 | 57 | |
| 3.3 | 58 | |
| 3.4 | 58 | |
| 3.5 | 58 | |
| 3.6 | 58 | |
| 3.7 | 59 | Highly Effective |
| 3.8 | 59 | |
| 3.9 | 60 | |
| 4.0 | 60 | |

2012-2013 APPR HEDI Scoring Bands Growth Component

| HEDI Score | 60% Target | | HEDI Score | 80% Target | |
|------------|------------|------------------|------------|------------|--|
| 0 | 0-30.4 | | 0 | 0-39.4 | |
| 1 | 30.5-37.4 | Ineffective | 1 | 39.5-50.4 | |
| 2 | 37.5-38.4 | | 2 | 50.5-51.4 | |
| 3 | 38.5-39.4 | | 3 | 51.5-52.4 | |
| 4 | 39.5-40.4 | | 4 | 52.5-54.4 | |
| 5 | 40.5-41.4 | Developing | 5 | 54.5-56.4 | |
| 6 | 41.5-42.4 | | 6 | 56.5-57.4 | |
| 7 | 42.5-43.4 | | 7 | 57.5-58.4 | |
| 8 | 43.5-44.4 | | 8 | 58.5-59.4 | |
| 9 | 44.5-47.4 | | 9 | 59.5-62.4 | |
| 10 | 47.5-49.4 | | 10 | 62.5-64.4 | |
| 11 | 49.5-51.4 | | 11 | 64.5-67.4 | |
| 12 | 51.5-53.4 | Effective | 12 | 67.5-69.4 | |
| 13 | 53.5-54.4 | | 13 | 69.5-72.4 | |
| 14 | 54.5-56.4 | | 14 | 72.5-74.4 | |
| 15 | 56.5-58.4 | | 15 | 74.5-77.4 | |
| 16 | 58.5-59.4 | | 16 | 77.5-79.4 | |
| 17 | 59.5-60.4 | | 17 | 79.5-80.4 | |
| 18 | 60.5-69.4 | | 18 | 80.5-85.4 | |
| 19 | 69.5-79.4 | Highly Effective | 19 | 85.5-89.4 | |
| 20 | 79.5-100 | | 20 | 89.5-100 | |

Teacher's Local Measure HEDI Scores (3.3)

HEDI Score 75% Target

| | | |
|----|-----------|------------------|
| 0 | 0-44.4 | |
| 1 | 44.5-48.4 | Ineffective |
| 2 | 48.5-49.4 | |
| 3 | 49.5-50.4 | |
| 4 | 50.5-52.4 | |
| 5 | 52.5-54.4 | Developing |
| 6 | 54.5-55.4 | |
| 7 | 55.5-57.4 | |
| 8 | 57.5-60.4 | |
| 9 | 60.5-63.4 | |
| 10 | 63.5-67.4 | |
| 11 | 67.5-69.4 | Effective |
| 12 | 69.5-74.4 | |
| 13 | 74.5-79.4 | |
| 14 | 79.5-89.4 | |
| 15 | 89.5-100 | Highly Effective |

HEDI Score 75% Target

3.13

| | | |
|----|-----------|------------------|
| 0 | 0-44.4 | |
| 1 | 44.5-48.4 | Ineffective |
| 2 | 48.5-49.4 | |
| 3 | 49.5-51.4 | |
| 4 | 51.5-52.4 | |
| 5 | 52.5-53.4 | |
| 6 | 53.5-54.4 | Developing |
| 7 | 54.5-55.4 | |
| 8 | 55.5-57.4 | |
| 9 | 57.5-59.4 | |
| 10 | 59.5-61.4 | |
| 11 | 61.5-63.4 | |
| 12 | 63.5-66.4 | |
| 13 | 66.5-68.4 | Effective |
| 14 | 68.5-70.4 | |
| 15 | 70.5-72.4 | |
| 16 | 72.5-74.4 | |
| 17 | 74.5-77.4 | |
| 18 | 77.5-82.4 | |
| 19 | 82.5-87.4 | Highly Effective |
| 20 | 87.5-100 | |

Principal's HEDI Scores based on Marshall Rubric

| Rubric Score | HEDI Score | |
|--------------|------------|------------------|
| 1.0 | 0 | Ineffective |
| 1.1 | 14 | |
| 1.2 | 21 | |
| 1.3 | 28 | |
| 1.4 | 35 | |
| 1.5 | 42 | |
| 1.6 | 49 | |
| 1.7 | 50 | Developing |
| 1.8 | 51 | |
| 1.9 | 52 | |
| 2.0 | 53 | |
| 2.1 | 54 | |
| 2.2 | 54 | |
| 2.3 | 55 | |
| 2.4 | 55 | |
| 2.5 | 56 | |
| 2.6 | 56 | |
| 2.7 | 57 | Effective |
| 2.8 | 57 | |
| 2.9 | 57 | |
| 3.0 | 57 | |
| 3.1 | 58 | |
| 3.2 | 58 | |
| 3.3 | 58 | |
| 3.4 | 58 | |
| 3.5 | 59 | Highly Effective |
| 3.6 | 59 | |
| 3.7 | 59 | |
| 3.8 | 60 | |
| 3.9 | 60 | |
| 4.0 | 60 | |



Adirondack Central School District

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Teacher Improvement Plan

Standard I

Knowledge of Students and Student learning

The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.

Area of Concern

1.1 teacher demonstrates knowledge of child and adolescent development including student's cognitive, language, social, emotional, and physical developmental levels.

1.2 Teacher demonstrates current, research-based knowledge of learning and language acquisition theories and processes.

1.3 teacher demonstrates knowledge of and are responsive to diverse learning needs, interests, and experiences of all students.

1.4 Teacher acquires knowledge of individual students by developing relationships with students' families, guardians, and or/caregivers to enhance students' learning.

1.5 Teacher demonstrates knowledge of and are responsive to the economic, social cultural, linguistic, family, and community factors that influence students' learning.

1.6 Teacher demonstrates understanding and knowledge of how media and technology affect student learning.

Action Steps

1

2

3

Time Line

District Support

1

2

3

Evidence of success/growth

1

2

Standard II Knowledge of content and Instructional Planning

The teacher knows the content they are responsible for teaching and plan effective instruction that ensures learning for all students.

Area of concern:

II.1 Teacher demonstrates knowledge of the content they teach, the relationship among central concepts within their discipline(s), and ways in which to connect concepts across disciplines to promote student engagement and understanding.

II.2 Teacher evaluates new pedagogical and content knowledge and applies appropriate innovations to their content area instruction.

II.3 Teacher uses a broad range of instructional strategies to make subject matter more accessible and to foster student learning.

II.4 Teacher establishes appropriate goals and expectations for all students that are aligned with the state learning standards and allows for multiple pathways to achievement

II.5 Teacher designs relevant instruction that connects students' prior understanding and experiences to new knowledge

II.6 teacher evaluates and utilizes curricular materials and other appropriate resources to promote student success in meeting learning goals.

Action Steps

- 1
- 2
- 3

Time Line

District Support

- 1
- 2
- 3

Evidence of success/growth

- 1
- 2

Standard III Instructional Delivery

The teacher delivers instruction that enables all students to meet or exceed the learning standards.

Area of concern:

III.1 Teacher uses research-based practices and data to deliver standards driven instruction that motivates and engages student learning

III.2 Teacher communicates clearly and accurately to maximize student learning.

III.3 Teacher sets high expectations to foster student achievement.

III.4 Teacher explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

III.5 teacher engages students in critical thinking and collaboration while encouraging persistence.

III.6 Teacher monitors and assesses student progress during instruction to adapt instruction and provide feedback to students.

Action Steps

1

2

3

Time Line

District Support

1

2

3

Evidence of success/growth

1

2

Standard IV Learning Environment

the teacher creates a dynamic learning environment that promotes achievement and growth for all students.

Area of concern:

IV.1 Teacher creates a respectful, inclusive, safe, and supportive learning environment.

IV.2 Teacher creates and intellectually challenging and stimulating atmosphere to encourage student motivation, reflection and responsibility for their own learning.

IV.3 Teacher develops and maintains clear standards and high expectations for student behavior.

IV.4 teacher manages the learning environment by developing and implementing procedures for the effective operation of the classroom

IV.5 Teacher organizes and utilizes physical space, resources, and available technology to create a safe, purposeful, and productive learning environment.

Action Steps

- 1
- 2
- 3

Time Line

District Support

- 1
- 2
- 3

Evidence of success/growth

- 1
- 2

Standard V

Assessment for Student Learning

the teacher uses multiple measures to assess student growth, to evaluate instructional effectiveness, and to modify instruction

Area of concern:

V.1 teacher demonstrates an understanding of the purpose of formative and summative assessment

V.2 Teacher uses a range of assessment tools and processes to measure student learning and growth.

V.3 teacher analyzes and uses assessment data to plan and differentiate instruction.

V.4 Teacher provides all students with opportunities to engage in reflection, self-assessment, and goal setting

V.5 teacher communicates with stakeholders about assessment procedures, outcomes, and implications as appropriate.

V.6 teacher evaluates the effectiveness of their overall assessment program.

Action Steps

- 1
- 2
- 3

Time Line

District Support

- 1
- 2
- 3

Evidence of success/growth

- 1
- 2

Standard VI

Professional Responsibilities and Collaboration

The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student learning

Area of concern:

VI.1 Teacher demonstrates professionalism, integrity, and ethical conduct

VI.2 teacher engages and collaborates with colleagues and the broader educational community to advocate for and support teacher and school effectiveness

VI.3 Teacher communicates and collaborates with families, guardians, and caregivers to enhance student development and success.

VI.4 teacher collects data and maintains timely, accurate records.

Action Steps

- 1
- 2
- 3

Time Line

District Support

- 1
- 2
- 3

Evidence of success/growth

- 1
- 2

Standard VII Professional Growth

The teacher sets informed goals and strives for continuous personal and professional growth.

VII.1 Teacher sets goals and engages in ongoing professional development needed to continuously improve teaching competencies.

VII.2 Teacher communicates and collaborates with colleagues and other professionals to improve practice.

VII.3 teacher participates with professional organizations and institutions to improve teaching and learning

VII.4 Teacher reflects on their practice and seeks feedback to improve instructional effectiveness and guide to professional growth.

VII.5 Teacher uses data to reflect on and identify areas of professional growth.

Action Steps

- 1
- 2
- 3

Time Line

District Support

- 1
- 2
- 3

Evidence of success/growth

- 1
- 2



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Administrator Improvement Plan

This plan is written and entered into in an attempt to address areas in need of improvement. This is entered into with the full support of the administrator and superintendent.

Name of Administrator:

Area of Concern: **Supervision and Evaluation of Staff**

Action Steps:

Time line:

District Support

Evidence of success:

Area of Concern **Administration and Supervision of Students**

Action steps:

Time line:

District Support

Evidence of success:

Area of Concern:

Management of school business management

Action steps:

Time line:

District Support

Evidence of success

Area of Concern:

School-Community Relations

Action steps:

Time line:

District Support

Evidence of success:

Signature of Administrator: _____ Date: _____

Signature of Superintendent: _____ Date: _____

Principal's Local Measure HEDI Scores (8.1 and 8.2)

HEDI Score 75% Target

| | | |
|----|-----------|------------------|
| 0 | 0-44.4 | |
| 1 | 44.5-48.4 | Ineffective |
| 2 | 48.5-49.4 | |
| 3 | 49.5-50.4 | |
| 4 | 50.5-52.4 | |
| 5 | 52.5-54.4 | Developing |
| 6 | 54.5-55.4 | |
| 7 | 55.5-57.4 | |
| 8 | 57.5-60.4 | |
| 9 | 60.5-63.4 | |
| 10 | 63.5-67.4 | |
| 11 | 67.5-69.4 | Effective |
| 12 | 69.5-74.4 | |
| 13 | 74.5-79.4 | |
| 14 | 79.5-89.4 | |
| 15 | 89.5-100 | Highly Effective |

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.

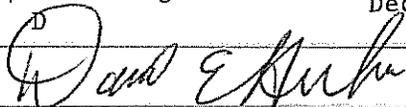
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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: December 24, 2012



Teachers Union President Signature: Date: December 24, 2012



Administrative Union President Signature: Date: December 24, 2012



Board of Education President Signature: Date: December 24, 2012

