



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

Commissioner of Education
President of the University of the State of New York
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January 17, 2013

Harvey Hilburgh, Superintendent
Beacon City School District
10 Education Dr.
Beacon, NY 12508

Dear Superintendent Hilburgh:

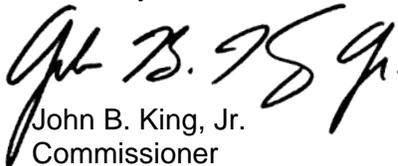
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, June 26, 2012

Updated Tuesday, October 16, 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 : 130200010000

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

130200010000

1.2) School District Name: BEACON CITY SD

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

BEACON CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

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 Friday, June 29, 2012

Updated Thursday, January 17, 2013

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	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3-5 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3-5 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3-5 ELA and Math Assessments

	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.

At all elementary schools the K-2 school-wide growth targets were written by the Principal, collaborated with the teachers, and approved by the Interim Assistant Superintendent for Instruction and Personnel. A minimum growth expectation will be set through the NYS SLO process which will result in a school-wide/group HEDI 0-20 score. The growth target is set based on the review of historical trend data of NYS assessment data for Grades 3, 4, and 5.

At all elementary schools the K-2 school-wide growth targets were written by the Principal, collaborated with the teachers, and approved by the Interim Assistant Superintendent for Instruction and Personnel. A minimum growth expectation will be set through the NYS SLO process which will result in a school-wide/group HEDI 0-20 score. The growth target is set based on the review of historical trend data of NYS assessment data for Grades 3, 4, and 5.

For Glenham School - The minimum growth expectation is that 14.3% of students will score at Level 4 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale D attachment 2.11.

For JVF - The minimum growth expectation is that 52.2% of students will score at Level 3 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale F attachment 2.11.

For Sargent School - The minimum growth expectation is that 12.8% of the students will score at Level 4 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale G attachment 2.11.

For South Ave. School - The minimum growth expectation is that 69.7% of students will score at Level 3 or above on the NYS ELA and Math Assessments in grades 3-5. See attachment HEDI Scale E at 2.11.

Grade 3 ELA Teachers: All students in grade 3 will be given a pre-test to establish a baseline data point. Individual growth targets will be set by teachers and approved by the Principal following the NYS SLO process. In 2013 a second data point will be established for each student based on their achievement on the NYS Grade 3 ELA assessment. For the HEDI chart for all Grade 3 teachers of ELA see HEDI Scale A attachment 2.11. HEDI points will be assigned according to the % of students who meet or exceed their growth targets.

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

All or almost all targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.

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	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3-5 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3-5 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3-5 ELA and Math Assessments

	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.	<p>At all elementary schools the K-2 school-wide growth targets were written by the Principal, collaborated with the teachers, and approved by the Interim Assistant Superintendent for Instruction and Personnel. A minimum growth expectation will be set through the NYS SLO process which will result in a school-wide/group HEDI 0-20 score. The growth target is set based on the review of historical trend data of NYS assessment data for Grades 3, 4, and 5.</p> <p>At all elementary schools the K-2 school-wide growth targets were written by the Principal, collaborated with the teachers, and approved by the Interim Assistant Superintendent for Instruction and Personnel. A minimum growth expectation will be set through the NYS SLO process which will result in a school-wide/group HEDI 0-20 score. The growth target is set based on the review of historical trend data of NYS assessment data for Grades 3, 4, and 5.</p> <p>For Glenham School - The minimum growth expectation is that 14.3% of students will score at Level 4 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale D attachment 2.11.</p>
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For JVF - The minimum growth expectation is that 52.2% of students will score at Level 3 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale F attachment 2.11.

For Sargent School - The minimum growth expectation is that 12.8% of the students will score at Level 4 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale G attachment 2.11.

For South Ave. School - The minimum growth expectation is that 69.7% of students will score at Level 3 or above on the NYS ELA and Math Assessments in grades 3-5. See attachment HEDI Scale E at 2.11.

All students in grade 3 will be given a pre-test to establish a baseline data point. Individual growth targets will be set by teachers and approved by the Principal following the NYS SLO process. In 2013 a second data point will be established for each student based on their achievement on the NYS Grade 3 ELA assessment. For the HEDI chart for all Grade 3 teachers of Math see HEDI Scale A attachment 2.11. HEDI points will be assigned according to the % of students who meet or exceed their growth targets.

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

All or almost all targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.

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

Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.

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

Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.

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	Beacon District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Beacon District Developed Grade 7 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.

<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>The Grades 6, 7 and 8 individual growth expectations are set by the Teachers and approved by the Principal. An individual growth expectation will be set through the NYS SLO process. All students in classes will be given a pre-test to establish a baseline. Individual growth targets for all students will be set to establish a data point. A post assessment will be given to establish a second data point. The two data points will be compared to determine the % of students meeting or exceeding the set individual targets. HEDI Scale A attachment 2.11 will be utilized to determine a score 0-20. HEDI points will be assigned according to the % of students who meet or exceed their growth targets.</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>All or almost all targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.</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	Beacon District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Beacon District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Beacon District Developed Grade 8 Social Studies Assessment

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

<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>The Grades 6, 7 and 8 individual growth expectations are set by the Teachers and approved by the Principal. An individual growth expectation will be set through the NYS SLO process. All students in classes will be given a</p>
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pre-test to establish a baseline. Individual growth targets for all students will be set to establish a data point. A post assessment will be given to establish a second data point. The two data points will be compared to determine the % of students meeting or exceeding the set individual targets. HEDI Scale A attachment 2.11 will be utilized to determine a score 0-20. HEDI points will be assigned according to the % of students who meet or exceed their growth targets.

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

All targets or almost all are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.

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

Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.

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

Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.

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	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English, US History Government and Global History and Geography Regents Assessments

	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.

For Global 1: A school-wide group measure was established by the principal, collaborated with the teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The minimum growth

expectation is that 59.81% of students will score 75 or above on the listed Regents assessments. This represents a percent increase of 1.81%, which is represented in HEDI scale B in the attachment at 2.11."

For Global 2 and American History: Individual growth expectations are set by the Teachers and approved by the Principal. An individual growth expectation will be set through the NYS SLO process. All students in classes will be given a pre-test to establish a baseline. Individual growth targets for all students will be set to establish a data point. The appropriate Regents Exam will serve as a post assessment to establish a second data point. The two data points will be compared to determine the % of students meeting or exceeding the set individual targets. HEDI Scale A attachment 2.11 will be utilized to determine a score 0-20.

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

All or almost all targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.

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

Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.

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

Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.

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.	For all High School Science Regents Courses: Individual growth expectations are set by the Teachers and approved by the Principal. An individual growth expectation will be set through the NYS SLO process. All students in classes will be given a pre-test to establish a baseline. Individual growth targets for all students will be set to establish a data point . The appropriate Regents Exam will serve as a post assessment to establish a second data point. The two data points will be compared to determine the % of students meeting or exceeding the set individual targets. HEDI Scale A attachment 2.11 will be utilized to determine a score 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All or almost all targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.

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.	For all High School Math Regents Courses: Individual growth expectations are set by the Teachers and approved by the Principal. An individual growth expectation will be set through the NYS SLO process. All students in classes will be given a pre-test to establish baseline data. Individual growth targets for all students will be set to establish a data point . The appropriate Regents
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Exam will serve as a post assessment to establish a second data point. The two data points will be compared to determine the % of students meeting or exceeding the set individual targets. HEDI Scale A attachment 2.11 will be utilized to determine a score 0-20.

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

All or almost all targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.

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

Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.

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

Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.

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	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English, US History Government and Global History Geography Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English, US History Government and Global History Geography Regents Assessments
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

For Grade 9 10 ELA: A school-wide group measure was established by the principal, collaborated with the teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The minimum growth expectation is that 59.81% of students will score 75 or above on the listed Regents assessments. This represents a percent increase of 1.81%, which is represented in HEDI scale B in the attachment at 2.11.

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

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

At all elementary teachers K-5 school-wide growth expectations were written by the Principal, collaborated with the teachers and approved by the Interim Assistant Superintendent for Instruction and Personnel. A minimum growth expectation will be set through the NYS SLO process which will result in a school-wide HEDI 0-20 score. The growth target is set based on the review of historical trend data of NYS assessment data for Grades 3, 4, and 5.

For Glenham School - The minimum growth expectation is that 14.3% of students will score at Level 4 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale D attachment 2.11.

For JVF - The minimum growth expectation is that 52.2% of students will score at Level 3 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale F attachment 2.11.

For Sargent School - The minimum growth expectation is that 12.8% of the students will score at Level 4 on the NYS ELA and Math Assessments in grades 3-5. See HEDI Scale G attachment 2.11.

For South Ave. School - The minimum growth expectation is that 69.7% of students will score at Level 3 or above on the NYS ELA and Math Assessments in grades 3-5. See attachment HEDI Scale E at 2.11.

For all other Grades 6-8 Teachers - A school-wide group measure was established by the principal, collaborated with the teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The minimum growth expectation is that 10.8% of students will score a level 4 on the NYS ELA and Math assessments. This represents a percent increase of 2%, which is represented in HEDI scale C in the attachment at 2.11.

For all other Grades 9-12 Teachers - A school-wide group measure was established by the principal, collaborated with the teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The minimum growth expectation is that 59.81% of students will score 75 or above on the listed Regents assessments. This represents a percent increase of 1.81%, which is represented in HEDI scale B in the attachment at 2.11.

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

All or almost all targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations.

Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below school expectations; overall has not met the expectations described in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations.

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/5364/147251-TXEttx9bQW/2.11 HEDI SCALES FOR GROWTH COMPONENT FINAL_7.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

Created Tuesday, June 26, 2012

Updated Thursday, January 17, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	3-5 NYS ELA and Math Assessments
5	6(ii) School wide measure computed locally	3-5 NYS ELA and Math Assessments
6	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments
7	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments

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

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

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

Teachers 4-5 ELA: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 3-5 ELA and Math Assessments compared to the results of the 2013 Grades 3-5 ELA and Math Assessments. The goal at all schools was set by the Principal, collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.

For Glenham the minimum target expectation is that 57.3% of students will score a level 3 or above on the NYS ELA and Math Assessments in grades 3-5.

For Sargent the minimum target expectation is that 55.8% of students will score a level 3 or above on the NYS ELA and Math Assessments.

For JVF the minimum target expectation is that 59% of students will score a level 3 or above on the NYS ELA and Math Assessments.

For South Ave. The goal is to increase the total percent of the students in Grades 3-5 in the economically disadvantaged/low income subgroup scoring a level 3 or above on the NYS Grades 3-5 ELA and Math Assessments by 1.81% (61.81%) above 2011-2012 results.

The computed difference for all Grade 4-5 ELA Teachers will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale C for Glenham, HEDI Scale D for JVF, HEDI Scale E for Sargent, and South Ave, HEDI Scale F document uploaded at 3.3.

For ELA Teachers in Grades 6-8: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 6-7 ELA Assessments compared to the results of the 2013 Grades 7-8 ELA Assessments. The measure was set by the Principal, collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students in Grades 7-8 scoring a level 3 or above on the NYS Grades 7-8 ELA Assessments by 3.5% (53.5%).

The computed difference will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting

number will use rounding rules to conclude with a whole number based on HEDI Scale B utilizing the 15 Point Conversion process on document uploaded at 3.3.

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

See document uploaded at 3.3

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

See document uploaded at 3.3

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

See document uploaded at 3.3

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

See document uploaded at 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	3-5 NYS ELA and Math Assessments
5	6(ii) School wide measure computed locally	3-5 NYS ELA and Math Assessments
6	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments
7	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments
8	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments

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

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

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

Teachers 4-5 Math: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 3-5 ELA and Math Assessments compared to the results of the 2013 Grades 3-5 ELA and Math Assessments. The goal at all schools was set by the Principal, collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.

For Glenham the minimum target expectation is that 57.3% of students will score a level 3 or above on the NYS ELA and Math Assessments in grades 3-5.

For Sargent the minimum target expectation is that 55.8%

of students will score a level 3 or above on the NYS ELA and Math Assessments.

For JVF the minimum target expectation is that 59% of students will score a level 3 or above on the NYS ELA and Math Assessments.

For South Ave. The goal is to increase the total percent of the students in Grades 3-5 in the economically disadvantaged/low income subgroup scoring a level 3 or above on the NYS Grades 3-5 ELA and Math Assessments by 1.81% (61.81%) above 2011-2012 results.

The computed difference for all Grade 4-5 ELA Teachers will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale C for Glenham, HEDI Scale D for JVF, HEDI Scale E for Sargent, and South Ave, HEDI Scale F document uploaded at 3.3.

For Math Teachers in Grades 6-8: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 6-7 ELA Assessments compared to the results of the 2013 Grades 7-8 ELA Assessments. The measure was set by the Principal, collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students in Grades 7-8 scoring a level 3 or above on the NYS Grades 7-8 ELA Assessments by 3.5% (53.5%). .

The computed difference will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale B utilizing the 15 Point Conversion process on document uploaded at 3.3.

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

See document uploaded at 3.3

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

See document uploaded at 3.3

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

See document uploaded at 3.3

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

See document uploaded at 3.3

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments
1	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments
2	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments
3	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments

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

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

<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>Teachers K-3 ELA: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 3-5 ELA and Math Assessments compared to the results of the 2013 Grades 3-5 ELA and Math Assessments. The goal at all schools was set by the Principal, collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.</p> <p>For Glenham the minimum target expectation is that 57.3% of students will score a level 3 or above on the NYS ELA and Math Assessments in grades 3-5.</p> <p>For Sargent the minimum target expectation is that 55.8% of students will score a level 3 or above on the NYS ELA and Math Assessments.</p> <p>For JVF the minimum target expectation is that 59% of students will score a level 3 or above on the NYS ELA and Math Assessments.</p> <p>For South Ave. The goal is to increase the total percent of the students in Grades 3-5 in the economically disadvantaged/low income subgroup scoring a level 3 or above on the NYS Grades 3-5 ELA and Math Assessments by 1.81% (61.81%) above 2011-2012 results.</p> <p>The computed difference for all Grade 4-5 ELA Teachers</p>
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will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale C for Glenham, HEDI Scale D for JVF, HEDI Scale E for Sargent, and South Ave, HEDI Scale F document uploaded at 3.13.

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments
1	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments
2	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments
3	6(ii) School-wide measure computed locally	3-5 NYS ELA and Math Assessments

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

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

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

Teachers K-3 Math: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 3-5 ELA and Math Assessments compared to the results of the 2013 Grades 3-5 ELA and Math Assessments. The goal at all schools was set by the Principal, collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.

For Glenham the minimum target expectation is that 57.3% of students will score a level 3 or above on the NYS ELA and Math Assessments in grades 3-5.

For Sargent the minimum target expectation is that 55.8% of students will score a level 3 or above on the NYS ELA and Math Assessments.

For JVF the minimum target expectation is that 59% of students will score a level 3 or above on the NYS ELA and Math Assessments.

For South Ave. The goal is to increase the total percent of the students in Grades 3-5 in the economically disadvantaged/low income subgroup scoring a level 3 or above on the NYS Grades 3-5 ELA and Math Assessments by 1.81% (61.81%) above 2011-2012 results.

The computed difference for all Grade 4-5 ELA Teachers will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale C for Glenham, HEDI Scale D for JVF, HEDI Scale E for Sargent, and South Ave, HEDI Scale F document uploaded at 3.13.

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

3.6) Grades 6-8 Science

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

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

For teachers in Grades 6-8 Science: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 6-7 ELA Assessments compared to the

graphic at 3.13, below.	<p>results of the 2013 Grades 7-8 ELA Assessments. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.</p> <p>The goal is to increase the total percent of students in Grades 7-8 scoring a level 3 or above on the NYS Grades 7-8 ELA Assessments by 3.5% (53.5%).</p> <p>The computed difference will be scored on a HEDI Scale of 0-20 using HEDI Scale B uploaded at 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments
7	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments
8	6(ii) School wide measure computed locally	7-8 NYS ELA Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For teachers in Grades 6-8 Social Studies: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 6-7 ELA Assessments compared to the results of the 2013 Grades 7-8 ELA Assessments. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.</p> <p>The goal is to increase the total percent of students in Grades 7-8 scoring a level 3 or above on the NYS Grades 7-8 ELA Assessments by 3.5% (53.5%).</p> <p>The computed difference will be scored on a HEDI Scale</p>
---	--

of 0-20 using HEDI Scale B uploaded at 3.13.

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
Global 2	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
American History	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in

For High School Social Studies Teachers: A school-wide measure based on a baseline set from the results of the

<p>this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>June 2012 NYS Regents Exam listed above compared to the results of the June 2013 Regents Exams listed above. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students scoring 65 or above on the NYS Regents Exams listed above by 1.81% (77.81%) or more. The computed difference will be scored on a HEDI Scale of 0-20 using HEDI Scale A uploaded at 3.13.</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>See document uploaded at 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See document uploaded at 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See document uploaded at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See document uploaded at 3.13</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	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
Earth Science	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
Chemistry	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
Physics	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For High School Science Teachers: A school-wide measure based on a baseline set from the results of the June 2012 NYS Regents Exam listed above compared to the results of the June 2013 Regents Exams listed above. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students scoring 65 or above on the NYS Regents Exams listed above by 1.81% (77.81%) or more. The computed difference will be scored on a HEDI Scale of 0-20 using HEDI Scale A uploaded at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13

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	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
Geometry	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams

Algebra 2	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
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For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For High School Math Teachers: A school-wide measure based on a baseline set from the results of the June 2012 NYS Regents Exam listed above compared to the results of the June 2013 Regents Exams listed above. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students scoring 65 or above on the NYS Regents Exams listed above by 1.81% (77.81%) or more. The computed difference will be scored on a HEDI Scale of 0-20 using HEDI Scale A uploaded at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13

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	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical

		Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For High School ELA Teachers: A school-wide measure based on a baseline set from the results of the June 2012 NYS Regents Exam listed above compared to the results of the June 2013 Regents Exams listed above. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students scoring 65 or above on the NYS Regents Exams listed above by 1.81% (77.81%) or more. The computed difference will be scored on a HEDI Scale of 0-20 using HEDI Scale A uploaded at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See document uploaded at 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale C for Glenham, HEDI Scale D for JVF, HEDI Scale E for Sargent, and South Ave, HEDI Scale F document uploaded at 3.13.

For all other Teachers in Grades 6-8: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 6-7 ELA Assessments compared to the results of the 2013 Grades 7-8 ELA Assessments. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.

The goal is to increase the total percent of students in Grades 7-8 scoring a level 3 or above on the NYS Grades 7-8 ELA Assessments by 3.5% (53.5%).

The computed difference will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale B utilizing the 15 Point Conversion process on document uploaded at 3.13.

For All Other High School Teachers: A school-wide measure based on a baseline set from the results of the June 2012 NYS Regents Exam listed above compared to the results of the June 2013 Regents Exams listed above. The goal was set by the Principal collaborated with teachers and approved by the Interim Assistant Superintendent of Instruction and Personnel.

The goal is to increase the total percent of students scoring 65 or above on the NYS Regents Exams listed above by 1.81% (77.81%) or more.

The computed difference will be scored on a HEDI Scale of 0-20 using HEDI Scale A uploaded at 3.13.

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

See document uploaded at 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/145980-y92vNseFa4/3.3 3.13 Beacon City School District HEDI SCALES FOR Teacher LOCAL COMPONENTS HEDI SCALE 3.3 and 3.13_5.docx

3.14) Locally Developed Controls

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

(No response)

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.

(No response)

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, June 27, 2012

Updated Thursday, January 17, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

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.

*To obtain the possible 60 points:
 40 points will come from two (2) classroom observations:
 - One announced classroom observation will be for a teaching period and include a pre and post conference. (25 points)
 - One unannounced observation will be for a teaching period (15 points)
 OR
 - If mutually agreed, teachers may choose to participate in four (4) unannounced walk-through observations over the period of the year instead of the one (1) unannounced observation for a teaching period. (15 points)
 20 points will come from structured reviews of teacher artifacts.*

All points will be awarded and determined using the Danielson Rubric

The rubric is divided into 4 Domains: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities. Each domain is divided into several components. For example, Domain 1 has six (6) components such as Component 1a: Demonstrating Knowledge of Content and Pedagogy. Each component has four possible ratings; unsatisfactory (Ineffective), basic (Developing), proficient (Effective), and distinguished (Highly Effective). Each rating level has descriptors made up of several performance indicators.

All subcomponents within the rubric will be scored on a 0-4 scale where: 0-1 is Ineffective, 2 is Developing, 3 is Effective and 4 points is Highly Effective. Subcomponent scores will be added together within each domain and calculated according to the methods outlined in the attachment.

The two (2) observations (announced and unannounced observations will be scored on Domains 2 and 3. The Structured review of teacher artifacts will be scored on Domains 1 and 4. The final composite if not a whole number will be determined by rounding up or down so that the final score will be a whole number. (See attachment)

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/5091/146661-eka9yMJ855/Other Measures of Teacher Effectiveness_4.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	When aligned to the New York State Teaching Standards, and described by the Danielson Revised Rubric, overall performance and results meet and exceed expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	When aligned to the New York State Teaching Standards, and described by the Danielson Revised Rubric, overall performance and results meet expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	When aligned to the New York State Teaching Standards, and described by the Danielson Revised Rubric, overall performance and results do not yet fully meet expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	When aligned to the New York State Teaching Standards, and described by the Danielson Revised Rubric, overall performance and results do not meet expectations.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	44-54
Developing	38-43

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, June 28, 2012

Updated Saturday, January 12, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	44-54
Developing	38-43
Ineffective	0-37

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, June 28, 2012

Updated Saturday, January 12, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/146686-Df0w3Xx5v6/The APPR TEACHER IP.docx>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. A teacher who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as

prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan (“TIP”) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a TIP must be commenced within fourteen (14) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent’s administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within fourteen (14) calendar days of the receipt of the appeal. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within fourteen (14) calendar days of receipt of the Superintendent’s designee’s decision upon the appeal.

E. The Superintendent shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

F.1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, or to such other arbitrator who shall be mutually agreed upon by the parties, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the Teacher Improvement Plan. This will be completed in a timely and expeditious manner in accordance with Educational Law 3012-c. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer. The timeline set forth in item D will apply to the appeals decided in this fashion. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue was not resolved in the level 2 appeal or clearly should have been presented in the level 2 appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in F-1, above, the tenured teacher must consent to the use of the same arbitrator from the above panel should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the second tier appeal shall be heard by the superintendent.

Probationary Teachers

The District retains its right with respect to probationers other than for teacher performance that is subject to appeal consistent with Education Law 3012-c.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual’s performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will be consistent with the recommended New York State Education Department (“NYSED”) model certification process.

The District will ensure that all evaluators are trained as lead evaluators at the building or principal level. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent or the superintendent’s designee will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Dutchess BOCES. Training will be conducted by Dutchess BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis; at least once per year or as deemed to be appropriate determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data

analysis, periodic comparisons of assessments, and/or annual calibration sessions across evaluators.

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

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

Responsibilities

Lead Evaluators will train and verify that other evaluators in the District have been trained based on the same model.

Lead Evaluators of Principals and Teachers

For the 2011-2012 school year all evaluators have been appropriately trained according to the NYSED's model and certified in accordance with a schedule to be determined by the Dutchess BOCES. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment. Training for certification will be designed in collaboration with the Dutchess BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED.

Re-Certification and Updated Training

The District will work with the Dutchess BOCES Network Team personnel to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. Re-certification and updated training will be designed in collaboration with the Dutchess BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED.

Inner Rater Reliability

The Beacon City School District will continuously work with all administrators on achieving inner-rater reliability. Time will be scheduled throughout the summer if needed and throughout the school year for administrators to participate in a variety of activities such as:

- Comparing evidence-based notes taken watching the same lesson (video or live).
- Comparing aligning evidence-based notes to the rubric.
- Reading samples of actual evidence-based notes and aligning to a rubric and comparing to the original observer's alignment.
- Attending training sessions as offered by the Dutchess BOCES and/or other vendors.
- Guided practice; administrator and trainer observe actual lessons or observe ten minute segments of live lessons, comparing notes.

The superintendent and his or her designee will complete similar activities by observing the same principal through co-conducted school visits and/or document reviews and comparing evidence gathered to align to the practice rubric. Lead evaluators of principals will also attend sessions provided by the Dutchess BOCES or other vendors for inner-rater reliability. The superintendent and his or her designee will hold discussions or practice in the field at least once per month.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, June 29, 2012

Updated Saturday, January 12, 2013

Page 1

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

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

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

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

K-5
6-8
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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	State growth score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	State growth score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	State growth score
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	State growth score

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 Sunday, July 01, 2012

Updated Thursday, January 17, 2013

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	3-5 NYS ELA and Math Assessments
6-8	(d) measures used by district for teacher evaluation	7-8 NYS ELA Assessments
9-12	(d) measures used by district for teacher evaluation	NYS Global History Geography, Comprehensive English, Physical Setting/Earth Science, US History Government, Living Environment, Physical Setting/Physics, Physical Setting/Chemistry, Integrated Algebra, Geometry, Algebra 2/Trigonometry Regents Exams

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>The Principals for each building will use the same local measure as designed for teachers.</p> <p>Elementary Principals Grades K-5: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 3-5 ELA and Math Assessments compared to the results of the 2013 Grades 3-5 ELA and Math Assessments. The goal at all schools was set by the Principal and approved by the Interim Assistant Superintendent of Instruction and Personnel.</p> <p>For Glenham the minimum target expectation is that 57.3% of students will score a level 3 or above on the</p>
--	---

NYS ELA and Math Assessments in grades 3-5.

For Sargent the minimum target expectation is that 55.8% of students will score a level 3 or above on the NYS ELA and Math Assessments.

For JVF the minimum target expectation is that 59% of students will score a level 3 or above on the NYS ELA and Math Assessments.

For South Ave. The goal is to increase the total percent of the students in Grades 3-5 in the economically disadvantaged/low income subgroup scoring a level 3 or above on the NYS Grades 3-5 ELA and Math Assessments by 1.81% (61.81%) above 2011-2012 results.

The computed difference for all K-5 Principals will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale C for Glenham, HEDI Scale D for JVF, HEDI Scale E for Sargent, and South Ave, HEDI Scale F document uploaded at 8.1.

Middle School Principal Grades 6-8: A school-wide measure based on a baseline set from the results of the 2012 NYS grades 6-7 ELA Assessments compared to the results of the 2013 Grades 7-8 ELA Assessments. The goal was set by the Principal approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students in Grades 7-8 scoring a level 3 or above on the NYS Grades 7-8 ELA Assessments by 3.5% (53.5%).

The computed difference will be scored on a HEDI Scale of 0-20 and converted to a 0-15 point scale. The resulting number will use rounding rules to conclude with a whole number based on HEDI Scale B utilizing the 15 Point Conversion process on document uploaded at 8.1.

High School (9-12) Principal: A school-wide measure based on a baseline set from the results of the June 2012 NYS Regents Exam listed above compared to the results of the June 2013 Regents Exams listed above. The goal was set by the Principal and approved by the Interim Assistant Superintendent of Instruction and Personnel. The goal is to increase the total percent of students scoring 65 or above on the NYS Regents Exams listed above by 1.81% (77.81%) or more.

The computed difference will be scored on a HEDI Scale of 0-20 using HEDI Scale A uploaded at 8.1.

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

All targets are met or exceeded: and/or evidence indicates student learning gain well above school expectations, including special populations.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets school expectations, including special populations

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

Some targets are met; and/or evidence indicates an impact on student learning that is below school

for grade/subject.	expectations; overall has not met the expectations described in the SLO
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little or no student learning gain and results that are well below school expectations

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/5366/147695-qBFVOWF7fC/8.1 Beacon City School District HEDI SCALES FOR Principals LOCAL COMPONENTS HEDI SCALE 8.1_3.docx

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

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

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

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

The Beacon City School District will differentiate the Principal target set at the South Ave. Elementary K-5 School for economically disadvantaged/low income students. The target will include all students in this subgroup in grades 3-5 in ELA and/or Math.

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.

How Will Results of Multiple SLOs Translate into One Overall Score/Rating for a Principal?

- District/evaluator will assess the results of each measure separately, arriving at a HEDI rating and point value between zero and 20 (or zero -15)*
- Each measure must be weighted proportionally based on the number of students included in all measures. This will provide for one overall growth component score.*
- o Always round to the nearest whole number.*

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 Friday, June 29, 2012

Updated Sunday, January 13, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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)

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(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.

To obtain the possible 60 points

- 41 points will come from multiple school visits/ observations:

* 31 points will come from multiple school comprehensive visits

o At least one visit/observation will be conducted by the supervisor and at least one will be announced and one will be unannounced, and

*10 points will come from additional school visits designed to gather evidence related to the selected building goals,

- 9 points will come from structured reviews of selected critical documents, and

- 10 points will come from building growth (SLO) and performance goals addressing the principal's contribution to improving teacher effectiveness set through a collaborative meeting with minimally the superintendent, and/or the assistant superintendent and the principal.

The 60 possible points will be scored through the use of the Multidimensional Rubric.

Points will be awarded based upon rubric level. The total number of points out of 60 will be calculated into the formula to determine the final Composite Effective Score.

- School Visits/Observations will be conducted across the school year. The timeline for evaluation pieces are as follows:

o By the October Teacher SLO Deadline:

Goal Setting session with the superintendent/assistant superintendent is completed.

o October 1-December 15:

School Visit/Observation and Post Visit/Observation One Complete

Update on Set Goal

o January 1-March 1

School Visit/Observation and Post Visit/Observation Two Complete

An Additional School Visits

Update on Set Goal

o March 2-May 15

School Visit/Observation and Post Visit/Observation Three Complete

Review of Critical Documents

Update on Set Goal

o May 15-June 15 – Summative Meeting with principal

To earn the 31 points for school visits

□ Each element of the MPPR rubric has four possible ratings, “Ineffective”, “Developing”, “Effective”, and “Highly Effective”. For all of the elements making up the 60 points, There are 31 performance indicators/boxes on the MPPR rubric and points will be earned as described below

- o Highly Effective = .76-1 point
- o Effective = .51-.75 of a point
- o Developing = .26-.50 of a point
- o Ineffective = 0-.25 of a point

If there are several highlights of the same element, then the evaluator will add all of the points for that element and divide by the number of times it was highlighted. For example if on Visit/Observation 1 an Effective was highlighted, on observation 2 a Highly Effectuated was highlighted and on a third Visit/Observation “Effective” was highlighted, the evaluator would add: $.75 + 1 + .75 = 2.50$ then divide by the total number of highlights in this case, three. $2.50/3 = .833$ record that number on the summative form.

To Earn 10 points for additional school visits:

The purpose of other school visits is to focus on practices that lead to an increase in student achievement.

□ There are thirty one (31) elements to be assessed on the rubric.

*Highly Effective = .76-1 point

*Effective = .51-.75 of a point

*Developing = .26-.50 of a point

*Ineffective = 0-.25 of a point

□ The principal and supervisor will mutually choose areas for review that may include but not be limited to:

- A program review
- Review of the Student Learning Objectives flowchart in relationship to the activities connected at that building
- Review of curriculum maps or curriculum guides
- Review of the AIS/RTI programs.
- Review of a technology integrated program to support students
- Etc.

Points are tallied and awarded as follows:

- o During the announced Other School Visit/ Observation, the evaluator will take evidence-based notes.
- o The principal will present data to show that the program is increasing student achievement.
- o The evaluator will use the evidence-based notes to highlight the MPPR Rubric aligning what was observed to the best-fit descriptor.

□ After highlighting the rubric, the evaluator will calculate the number of points earned out of 10 as follows:

Converting the MPPR Rubric Points to Points for the Additional School Visits

Points on Rubric 0-2 3-5 6-7 8-9 10-12 13-15 16-18 19-21 22-24 25-27 28-31

Points 0 1 2 3 4 5 6 7 8 9 10

To Earn 9 Points for Structured Review of Critical Documents

- Each principal will keep a file, notebook, computer file or other storage device of documents throughout the year that he/she believes will best demonstrate the principal's implementation of the ISLLC Standards.
- The evaluator will evaluate the documents using the MPPR Rubric. This may occur during the meeting or may require additional time.
- The evaluator will align their observations to the MPPR Rubric and highlight the rating as described above.

Converting the MPPR Rubric Points to Points for the Structured Review

Points on Rubric 0-2 3-5 6-8 9-11 12-14 15-17 18-20 21-24 25-28 29-31

Points Earned 0 1 2 3 4 5 6 7 8 9

To Earn 10 Points for Goals:

Only one rubric sheet will be used throughout the year.

□ At each scheduled meeting as described above, areas will be highlighted and dated.

□ The evidence presented each time will be recorded on the MPPR Rubric for other: Goal Setting and Attainment in five selected areas.

□ The five strands chosen are listed below with the “Highly Effective” descriptors

1. Generates goals that maximize on the principal's role in improving teacher practice, academic results, and or/school learning environment in the service of improving learning.
2. Goals are expressed in statements that are both actionable and measurable.
3. Designs an action plan that clearly differentiates between short and long term goals and their associated steps
4. Seeks multiple diverse perspectives to review evidence collected and contribute to own questions about progress, actions, strategies and progress, to support revisions in the plan.

5. Throughout the implementation of the plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered and unintended consequences

- The full range from “Ineffective” to “Highly Effective” will be used. Points will be earned as follows:
- Ineffective = 0-.5 of a point
- Developing = .6-1 point
- Effective = 1.1-1.5 points
- Highly Effective = 1.6-2 points

The final Score out of the 60 possible will be calculated by adding up all of the points earned.

The final points for the Composite effectiveness Score will be a whole number formed by rounding rules.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	When aligned to the ISLLC Standards, and described by the MPPR Rubric, overall performance and results meet and exceed expectations.
Effective: Overall performance and results meet standards.	When aligned to the ISLLC Standards, and described by the MPPR Rubric, overall performance and results meet expectations.
Developing: Overall performance and results need improvement in order to meet standards.	When aligned to the ISLLC Standards, and described by the MPPR Rubric, overall performance and results do not yet fully meet expectations.
Ineffective: Overall performance and results do not meet standards.	When aligned to the ISLLC Standards, and described by the MPPR Rubric, overall performance and results do not meet expectations.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

9.8) School Visits

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

Probationary Principals

By supervisor	1
By trained administrator	2
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	2
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Friday, June 29, 2012

Updated Monday, November 05, 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	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, June 28, 2012

Updated Sunday, January 13, 2013

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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/5276/146706-Df0w3Xx5v6/The APPR PRINCIPAL IMPROVEMENT PLAN 2_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. A principal who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Central Office administrator designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification

B. The appeal must be brought in writing, specifically the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall

have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of Education Law

C. An appeal of an evaluation or a PIP must be commenced within fourteen (14) calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. Such decision shall be made within fourteen (14) calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within fourteen (14) calendar days of receipt of the Superintendent's designee's decision upon the appeal.

E. The Superintendent shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, or to such other arbitrator who shall be mutually agreed upon by the parties who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the Principal Improvement Plan. This will be completed in a timely and expeditious manner in accordance with Educational Law 3012-c. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law 3020-a, so long as the identical issue wasn't resolved in the level 2 appeal or clearly should have been presented in the level 2 appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provisions of the Education Law.

2. In order to take advantage of the procedure outlined in F-1, above, the tenured administrator must consent to the use of the same arbitrator from the above panel should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the second tier appeal shall be heard by the superintendent.

Probationary Teachers or Principals

The District retains its right with respect to probationers other than for administrator performance that is subject to appeal consistent with Education Law 3012-c.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

PART I

TRAINING OF EVALUATORS

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will be consistent with the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators at the building or principal level. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent or the superintendent's designee will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Dutchess BOCES. Training will be conducted by Dutchess BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis; at least once per year or as deemed to be appropriate determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or annual calibration sessions across evaluators.

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

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

Responsibilities

Lead Evaluators will train and verify that other evaluators in the District have been trained based on the same model.

Lead Evaluators of Principals and Teachers

For the 2011-2012 school year all evaluators have been appropriately trained according to the NYSED's model and certified in accordance with a schedule to be determined by the Dutchess BOCES. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment. Training for certification will be designed in collaboration with the Dutchess BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED.

Re-Certification and Updated Training

The District will work with the Dutchess BOCES Network Team personnel to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. Re-certification and updated training will be designed in collaboration with the Dutchess BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED.

Inner Rater Reliability

The Beacon City School District will continuously work with all administrators on achieving inner-rater reliability. The district has purchased a series of commercial videos of classroom lessons and practiced taking evidence based notes and linking the notes to the Danielson Revised Rubric. Time will be scheduled throughout the summer of 2012 and the 2013 school year for administrators to participate in a variety of activities such as:

- *Comparing evidence-based notes taken watching the same lesson (video or live).*
- *Comparing aligning evidence-based notes to the rubric.*
- *Reading samples of actual evidence-based notes and aligning to a rubric and comparing to the original observer's alignment.*
- *Attending training sessions as offered by the Dutchess BOCES and/or other vendors.*
- *Guided practice; administrator and trainer observe actual lessons or observe ten minute segments of live lessons, comparing notes.*

The superintendent and his or her designee will complete similar activities by observing the same principal through co-conducted school visits and/or document reviews and comparing evidence gathered to align to the practice rubric. Lead evaluators of principals will also attend sessions provided by the Dutchess BOCES or other vendors for inner-rater reliability. The superintendent and his or her designee will hold discussions or practice in the field at least once per month.

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
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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
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11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, June 26, 2012

Updated Thursday, January 17, 2013

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/5581/145978-3Uqgn5g9Iu/signaturea jan 17.pdf](assets/survey-uploads/5581/145978-3Uqgn5g9Iu/signaturea%20jan%2017.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.

HEDI SCALES FOR LOCAL COMPONENTS
Beacon City School District

HEDI Scale A – High School

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
2.92 or more	2.91 - 2.74	2.73 – 2.56	2.55 - 2.35	2.34 - 2.17	2.16 - 1.99	1.98 - 1.81	1.80 - 1.63 %	1.62 - 1.45 %	1.4 4 - 1.2 7%	1. 26 - 1.0 9 %	1.08 - .91 %	.90 - .73 %	.72 - .55 %	.54 - .37 %	.36 - .19%	.18 - .01 %	0 - (-.17) %	(-.18) - (-.35) %	(-.36 - (-.53)	-.54 or less

HEDI Scale B - MS

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
5.05 or more	5.04 - 4.79	4.78 - 4.53	4.52 - 4.28	4.27 - 4.02	4.01 - 3.77 %	3.76 - 3.51 %	3.5 – 3.25 %	3.24 – 2.99%	2.98- 2.73%	2.72 – 2.47 %	2.46 – 2.22 %	2.21 – 1.96 %	1.95 - 1.70%	1.69 - 1.44 %	1.43 – 1.18 %	1.17 - .92 %	.91 - .66 %	.65 - .40 %	.39 – .14 %	.13 or less %

HEDI Scale C – Glenham

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
59.2 % and more	59.1 - 58.9 %	58.8 - 58.6 %	58.5 - 58.3 %	58.2 - 58 %	57.9 - 57.7 %	57.6 - 57.4 %	57.3 - 57.1 %	57 - 56.7 %	56.6 - 56.4 %	56.3 - 56.1 %	56 - 55.8 %	55.7 - 55.5 %	55.4 - 55.2 %	55.1 - 54.9 %	54.8 - 54.6 %	54.5 - 54.3 %	54.2 - 54 %	53.9 - 53.7 %	53.6 - 53.4 %	53.3 % or less

HEDI Scale D - JVf

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
60.9 % or more	60.8 - 60.6 %	60.5 - 60.3 %	60.2 - 60 %	59.9 - 59.7 %	59.6 - 59.4 %	59.3 - 59.1 %	59 - 58.2 %	58.1 - 57.9 %	57.8 - 57.6 %	57.5 - 57.3 %	57.2 - 57 %	56.9 - 56.7 %	56.6 - 56.4 %	56.3 - 56.1 %	56 - 55.8 %	55.7 - 55.5 %	55.4 - 55.2 %	55.1 - 54.9 %	54.8 - 54.6 %	54.5 % or less

HEDI Scale E –Sargent

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
57.9 % or more	57.8 – 57.6 %	57.5- 57.3 %	57.2 – 57 %	56.9 – 56.7 %	56.6 – 56.4 %	56.3 - 56.1	56 - 55.8	55.7 – 55.5 %	55.4 – 55.2 %	55. 1 – 54. 9 %	54.8 – 54.6 %	54.5 – 54.3 %	54.2 – 54%	53.9 - 53.7%	53.6 – 53.4 %	53.3- 53.1%	53 - 52.8 %	52.7 – 52.5 %	52.4 – 52.2 %	52.1 or less %

HEDI Scale F – South Ave.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
2.92 or more	2.91 - 2.74	2.73 – 2.56	2.55 - 2.35	2.34 - 2.17	2.16 - 1.99	1.98 - 1.81	1.80 - 1.63 %	1.62 - 1.45 %	1.4 4 - 1.2 7%	1. 26 - 1.0 9 %	1.08 - .91 %	.90 - .73 %	.72 - .55 %	.54 - .37 %	.36 - .19%	.18 - .01 %	0 - (-.17) %	(-.18) - (-.35) %	(-.36 - (-.53)	-.54 or less

15 Point Conversion (From 20 to 15 Points) for Teachers in a Value-Added Model

For those teachers that are in the value-add model, the local score is only worth 15 points instead of 20. To convert to a 15 point scale:

1. Divide the number of points received on the 20 point scale by 20 to calculate dividend A.
2. Multiply dividend A by 15 to calculate the number of points received out of the 15 value-added points.
3. Use standard rounding rules to whole number

HEDI SCALES FOR LOCAL COMPONENTS
Beacon City School District

HEDI Scale A – High School

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
2.92 or more	2.91 - 2.74	2.73 - 2.56	2.55 - 2.35	2.34 - 2.17	2.16 - 1.99	1.98 - 1.81	1.80 - 1.63 %	1.62 - 1.45 %	1.44 - 1.27 %	1.26 - 1.09 %	1.08 - .91 %	.90 - .73 %	.72 - .55 %	.54 - .37 %	.36 - .19 %	.18 - .01 %	0 - (-.17) %	(-.18) - (-.35) %	(-.36) - (-.53) %	-.54 or less

HEDI Scale B - MS

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
5.05 or more	5.04 - 4.79	4.78 - 4.53	4.52 - 4.28	4.27 - 4.02	4.01 - 3.77 %	3.76 - 3.51 %	3.5 - 3.25 %	3.24 - 2.99 %	2.98 - 2.73 %	2.72 - 2.47 %	2.46 - 2.22 %	2.21 - 1.96 %	1.95 - 1.70 %	1.69 - 1.44 %	1.43 - 1.18 %	1.17 - .92 %	.91 - .66 %	.65 - .40 %	.39 - .14 %	.13 or less %

HEDI Scale C – Glenham

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
59.2 % and more	59.1 - 58.9 %	58.8 - 58.6 %	58.5 - 58.3 %	58.2 - 58 %	57.9 - 57.7 %	57.6 - 57.4 %	57.3 - 57.1 %	57 - 56.7 %	56.6 - 56.4 %	56.3 - 56.1 %	56 - 55.8 %	55.7 - 55.5 %	55.4 - 55.2 %	55.1 - 54.9 %	54.8 - 54.6 %	54.5 - 54.3 %	54.2 - 54 %	53.9 - 53.7 %	53.6 - 53.4 %	53.3 % or less

HEDI Scale D - JVf

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
60.9 % or more	60.8 - 60.6 %	60.5 - 60.3 %	60.2 - 60 %	59.9 - 59.7 %	59.6 - 59.4 %	59.3 - 59.1 %	59 - 58.2 %	58.1 - 57.9 %	57.8 - 57.6 %	57.5 - 57.3 %	57.2 - 57 %	56.9 - 56.7 %	56.6 - 56.4 %	56.3 - 56.1 %	56 - 55.8 %	55.7 - 55.5 %	55.4 - 55.2 %	55.1 - 54.9 %	54.8 - 54.6 %	54.5 % or less

HEDI Scale E –Sargent

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
57.9 % or more	57.8 – 57.6 %	57.5- 57.3 %	57.2 – 57 %	56.9 – 56.7 %	56.6 – 56.4 %	56.3 - 56.1	56 - 55.8	55.7 – 55.5 %	55.4 – 55.2 %	55. 1 – 54. 9 %	54.8 – 54.6 %	54.5 – 54.3 %	54.2 – 54%	53.9 - 53.7%	53.6 – 53.4 %	53.3- 53.1%	53 - 52.8 %	52.7 – 52.5 %	52.4 – 52.2 %	52.1 or less %

HEDI Scale F – South Ave.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
2.92 or more	2.91 - 2.74	2.73 – 2.56	2.55 - 2.35	2.34 - 2.17	2.16 - 1.99	1.98 - 1.81	1.80 - 1.63 %	1.62 - 1.45 %	1.4 4 - 1.2 7%	1. 26 - 1.0 9 %	1.08 - .91 %	.90 - .73 %	.72 - .55 %	.54 - .37 %	.36 - .19%	.18 - .01 %	0 - (-.17) %	(-.18) - (-.35) %	(-.36 - (-.53)	-.54 or less

15 Point Conversion (From 20 to 15 Points) for Teachers in a Value-Added Model

For those teachers that are in the value-add model, the local score is only worth 15 points instead of 20. To convert to a 15 point scale:

1. Divide the number of points received on the 20 point scale by 20 to calculate dividend A.
2. Multiply dividend A by 15 to calculate the number of points received out of the 15 value-added points.
3. Use standard rounding rules to whole number

Other Measures of Teacher Effectiveness:

40 points from Teacher Observations

1. Observer will be using Domains 2 and 3 of the Danielson Rubric.
2. Once an administrator has completed a full period observation (announced or unannounced) he/she will use their evidence based notes to tag the Danielson Rubric by highlighting the sentences that align to the observations.
3. Use point system as mentioned above in item 4.5 Review Room.
4. The highest possible score for Domain 2 or Domain 3 is twenty (20) points and the lowest possible score is zero (0).
5. Add together all of the points received on the entire Domain. That represents the number of points out of 20.
6. Although the administrator is tagging the Danielson Rubric for the unannounced four (4) walk through option, the HEDI SCORE will not be awarded until the completion of the four walk-throughs. Remember the four are accumulated on one set of rubrics.

20 Points from Structured Reviews of Teacher Artifacts

- Throughout the school year, teachers will be collecting electronically documents of the work that is required as a professional and as per the Regents Reform Agenda. These documents will be reviewed by the administrator and will be assessed through three assessment tools; The Danielson Rubric Domain 1, Danielson Rubric Domain 4, and the New York State Student Learning Objectives Rubric.
- The District has selected a list of items that every teacher will be required to submit electronically and then the teacher will submit at least one additional document from the Beacon School District Choice Teacher Artifact List and any additional documents the teacher feels demonstrates his/her performance of the New York State Teaching Standards 6 and 7 (Domain 4 on the Danielson Rubric).
- The Beacon City School District and BTA Collaborative List of **required documents** and their alignment to the New York State Learning Standards include:

Required Documents	Alignment to the New York State Teaching Standards
The Beacon City School District Pre-observation Conference Questions from the announced full period classroom observation.	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 6: Professional Responsibilities and Collaboration
The Beacon City School District Lesson Plan Planning Guide from the announced full period classroom observation.	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 6: Professional Responsibilities and Collaboration
The New York State Student Learning Objectives (SLO) Planning Guide.	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 5: Assessment for Student Learning Standard 6: Professional Responsibilities and Collaboration
At least one Beacon City School District Teacher Reflection Form.	Standard 7: Professional Growth

- The Beacon School District **Choice Teacher Artifact List** and their alignment to the New York State Learning Standards include:

Choice Teacher Artifact List	Alignment to the New York State Teaching Standards
A Unit Plan	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 5: Assessment for Student Learning Standard 6: Professional Responsibilities and Collaboration
Scanned Student Work with Electronic Reflection	Standard 1: Knowledge of Students and Student Learning Standard 5: Assessment for Student Learning
Formal Unit Assessment	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 5: Assessment for Student Learning
Written Authentic Task with Task's Scoring Rubric.	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 5: Assessment for Student Learning
An Integrated Unit Plan.	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 5: Assessment for Student Learning
Pre-Post Assessment Design (Other than ones used for required SLOs).	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 5: Assessment for Student Learning
A Minimum of Three Days of Lesson Plans on Department/School Approved Lesson Format or on the Beacon City School District Lesson Plan Planning Guide.	Standard 1: Knowledge of Students and Student Learning Standard 2: Knowledge of Content and Instructional Planning Standard 5: Assessment for Student Learning
A Three Consecutive Day Set of Lesson Reflections Recorded on the Beacon City School District Teacher Reflection Form.	Standard 7: Professional Growth

- All teachers are responsible to submit any **additional artifact** the teacher feels demonstrates his/her performance of the New York State Teaching Standards including but not limited to Standards 6 and 7 (Domain 4 on the Danielson Rubric).
- Add together all of the points received on the entire Domain Rubric. The highest possible score on Domain 1 is twenty four (24) points and the lowest possible score is zero (0), the highest possible score on Domain 4 is twenty (24) points and the lowest possible score is zero (0).
- To convert Domain 1 and 4 to a 20 point scale:

- Take the number of points received on the rubric and divide by 24; the number of twenty possible points.
- Now multiply that decimal by 20. Round up or down.
- That is the number of points for Domain 1 out of 20 total points.
- The number of points earned on Domain 4 is the number of points out of twenty possible points

Calculating the 60 points Based on Classroom Observations and Structured Review of Teacher Artifacts

Calculate the Number of Points for Classroom Observations out of Forty (40) Points

- Add together the points received in Domain 2 on the announced and unannounced classroom observations to get total Domain 2 points (40=highest possible). This sum represents "A".
- Divide A by 2 to get dividend "B". This number represents the average points earned on Domain 2.
- Add together the points received in Domain 3 on the announced and unannounced classroom observations to get total Domain 3 points (40=highest possible.). This sum represents "C".
- Divide C by 2 to get dividend "D". This number represents the average number of points earned on Domain 3.

Calculate the Number of Points for Classroom Observations out of Forty (40) Points using Agreed Weighting

- The **announced classroom observation** = 25 points of the 40 points. As a weighted score, the weight will be .625 (25/40)
- The **unannounced classroom observation** = 15 points of the 40 points. As a weighted score, the weight will be .375
- Add the number of points earned on the **announced** intermediate Domain 2 and Domain 3. Multiply by the weight .625. This represents the **weighted announced score**.
- Add the number of points earned on the **unannounced** intermediate Domain 2 and Domain 3. Multiply by the weight .375. This represents the **weighted unannounced score**.
- Add the **weighted announced score** plus the **weighted unannounced score** to determine the total score for **Classroom Observations** out of 40.

Calculate the Number of Points for Structured Review of Teacher Artifacts out of Twenty (20) Points

- Add the number of points (after conversion) earned for Domain 1 plus the points earned for Domain 4.
- Divide the sum by 2. This represents the number of points earned for **Structured Review of Teacher Artifacts**.

Calculate the Number of Points for Teacher Effectiveness out of Sixty Points (60)

- **Teacher Effectiveness Points** (60 possible) = Points Earned for Classroom Observations + Points Earned for Structured review of Teacher Artifacts.

HEDI SCALES FOR GROWTH COMPONENT
Beacon City School District

HEDI Scale A

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	95-98%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

HEDI Scale B – High School

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
2.92 or more	2.91 - 2.74	2.73 - 2.56	2.55 - 2.35	2.34 - 2.17	2.16 - 1.99	1.98 - 1.81	1.80 - 1.63 %	1.62 - 1.45 %	1.44 - 1.27 %	1.26 - 1.09 %	1.08 - .91 %	.90 - .73 %	.72 - .55 %	.54 - .37 %	.36 - .19 %	.18 - .01 %	0 - (-.17) %	(-.18) - (-.35) %	(-.36) - (-.53) %	-.54 or less

HEDI Scale C – Middle School

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
3.8% or more	3.7 - 3.5%	3.4 - 3.2%	3.1 - 2.9%	2.8 - 2.7%	2.6 - 2.4%	2.3 - 2.1%	2%	1.9 - 1.7%	1.6 - 1.4%	1.3 - 1.1%	1. - .8%	.7 - .5%	.4 - .2%	.1 - (-.1)%	(-.2) - (-.4)%	(-.5) - (-.7)%	(-.8) - (-1)%	(-1.1) - (-1.3)%	(-1.4) - (-1.6)%	-1.7% or less

HEDI Scale D – Glenham

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
16.2% or more	16.1 - 15.9%	15.8 - 15.6%	15.5 - 15.3%	15.2 - 15%	14.9 - 14.7%	14.6 - 14.4%	14.3 - 14.1%	14 - 13.8	13.7 - 13.5%	13.4 - 13.2%	13.1 - 12.9%	12.8 - 12.6 &	12.5 - 12.3%	12.2 - 12%	11.9 - 11.7%	11.6 - 11.4%	11.3 - 11.1%	11 - 10.8%	10.7 - 10.5%	10.4% or less

HEDI Scale E - South

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
71.6% or more	71.5 - 71.3%	71.2 - 71%	70.9 - 70.7%	70.6 - 70.4%	70.3 - 70.1%	70 - 69.8%	69.7 - 69.4%	69.3 - 69%	68.9 - 68.7%	68.6 - 68.4%	68.3 - 68.1%	68 - 67.8%	67.7 - 67.5%	68.4 - 68.2%	68.1 - 67.9%	67.8 - 67.6%	67.5 - 67.3%	67.2 - 67%	66.9 - 66.7%	66.6% or less

HEDI Scale F - JVF

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
54.1 % or more	54. – 53.8%	53.7 – 53.5 %	53.4 – 53.2 %	53.1 – 52.9 %	52.8 – 52.6%	52.5 – 52.3%	52.2 - 52%	51.9 – 51.7 %	51.6- 51.4 %	51.3- 51.1 %	51 – 50.8 %	50.7- 50.5 %	50.4- 50.2 %	50.1- 49.9 %	49.8 – 49.6 %	49.5 – 49.3 %	49.2 - 49 %	48.9 – 48.7 %	48.6 – 48.4 %	48.3 % or less

HEDI Scale G - Sargent

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
14.9 - 14.7 %	14.6 - 14.4 %	14.3- 14.1 %	14- 13.8	13.7- 13.5 %	13.4- 13.2 %	13.1- 12.9 %	12.8- 12.6 %	12 .5- 12 .3 %	12.2- 12 %	11.9- 11.7 %	11.6- 11.4 %	11.3- 11.1 %	11- 10.8 %	10.7- 10.5 %	10.4 – 10.2 %	10.1- 9.9 %	9.8 – 9.6 %	9.5 – 9.3 %	9.2 – 9. %	8.9 % or less

The APPR TEACHER IMPROVEMENT PLAN (APPR TIP)

Guideline for Enactment: If a teacher is rated “Developing” or “Ineffective” the District shall develop and implement an APPR Teacher Improvement Plan (“APPR TIP”).

Purpose of an APPR TIP: The Beacon City School District believes every student deserves an effective teacher and every teacher deserves an effective principal. The purpose of an APPR TIP is to ensure that the teacher performance Standards are clearly communicated so that the teacher may continuously improve to meet the criteria for an effective or highly effective rating based upon the New York Teaching Standards defined by the Danielson Practice Rubric.

Areas in Need of Improvement (Include the New York State Teaching Standards)	Time Limit for Achieving Improvement (Include dates of specific benchmarks, when the administrator will provide feedback prior to the end date)	Differentiated Activities to Support Professional Growth and Improvement (Include types of supports, if any that will be made available)	(Manner of Assessment of Improvement (Include what assessment tool(s) will be used and how often the tool(s) will be used.)

Teacher’s Signature

Date

Principal’s Signature

Date

1. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
2. The time limit for achieving improvement that shall range between 3 months and a semester. Benchmark reviews will be scheduled by the evaluator as follows.
 - a) Last week in September (Goal Development)
 - b) 2nd Week of November (formative)
 - c) Last week in December (2nd formative)
 - d) Final summative meeting (Last week of the fall semester)
3. A statement of differentiated activities to support improvement that may include but is not limited to; observing other teachers, modeling by teachers, in-service training, educational conferences and reference to pedagogical writing based upon scientific research, working with mentors and video-tape review.
4. The manner of assessment of improvement that shall be in the nature of direct observation, review of education materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student/teacher progress based upon the measure as determined by the state and locally under this APPR (where applicable).
5. After the final end date of the APPR the teacher will receive a follow-up memo stating if the goals were or were not successfully met. The memo may also include conditions or guidelines under which the goals were met.

Timing

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

The APPR PRINCIPAL IMPROVEMENT PLAN (APPR PIP)

Guideline for Enactment: If a principal is rated “Developing” or “Ineffective” the District shall develop and implement an APPR Principal Improvement Plan (“APPR PIP”).

Purpose of an APPR PIP: The Beacon City School District believes every student deserves an effective teacher and every teacher deserves an effective principal. The purpose of an APPR PIP is to ensure that the ISLLC Standards are clearly communicated so that the principal may continuously improve to meet the criteria for an effective or highly effective rating based upon the ISLLC Standards defined by the Multidimensional Principal Performance Rubric.

Areas in Need of Improvement (Include the ISLLC Standards)	Time Limit for Achieving Improvement (Include dates of specific benchmarks, when the evaluator will provide feedback prior to the end date)	Differentiated Activities to Support Professional Growth and Improvement (Include types of supports, if any that will be made available)	Manner of Assessment of Improvement (Include what assessment tool(s) will be used and how often the tool(s) will be used.)

Principal’s Signature

Date

Superintendent’s Signature

Date

1. A principal may choose to have a colleague attend the PIP meeting with them. The colleague will act only as a colleague and not in any official role outside of a colleague.
2. Benchmarks need to be identified and review of work done by the principal as specified in the PIP, may occur with the administrator's mentor or the evaluator. Benchmark reviews are to be scheduled by the evaluator as follows:
 - a) Last week in September (Goal Development)
 - b) 2nd Week of November (formative)
 - c) Last week in December (2nd formative)
 - d) Final summative meeting (Last week of the fall semester)
3. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
4. The time limit for achieving improvement shall range between 3 months and a semester.
5. A statement of differentiated activities to support improvement that may include but is not limited to; observing other professional administrators, modeling by administrators, in-service training, educational conferences and reference to pedagogical writing based upon scientific research, working with mentors and video-tape review.
6. The manner of assessment of improvement that shall be in the nature of direct observation, review of education materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student/teacher/principal's progress based upon the growth measure as determined by the state and locally under this APPR (where applicable).
7. After the final end date of the APPR the principal will receive a follow-up memo stating if the goals were or were not successfully met. The memo may also include conditions or guidelines under which the goals were met.

Timing

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

HEDI SCALES FOR LOCAL COMPONENTS

Beacon City School District

HEDI Scale A – High School

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
2.92 or more	2.91 - 2.74	2.73 - 2.56	2.55 - 2.35	2.34 - 2.17	2.16 - 1.99	1.98 - 1.81	1.80 - 1.63 %	1.62 - 1.45 %	1.4 - 1.27 %	1.26 - 1.09 %	1.08 - .91 %	.90 - .73 %	.72 - .55 %	.54 - .37 %	.36 - .19 %	.18 - .01 %	0 - (-.17) %	(-.18) - (-.35) %	(-.36) - (-.53) %	-.54 or less

HEDI Scale B - MS

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
5.05 or more	5.04 - 4.79	4.78 - 4.53	4.52 - 4.28	4.27 - 4.02	4.01 - 3.77 %	3.76 - 3.51 %	3.5 - 3.25 %	3.24 - 2.99 %	2.98 - 2.73 %	2.72 - 2.47 %	2.46 - 2.22 %	2.21 - 1.96 %	1.95 - 1.70 %	1.69 - 1.44 %	1.43 - 1.18 %	1.17 - .92 %	.91 - .66 %	.65 - .40 %	.39 - .14 %	.13 or less %

HEDI Scale C – Glenham

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
59.2 % and more	59.1 - 58.9 %	58.8 - 58.6 %	58.5 - 58.3 %	58.2 - 58 %	57.9 - 57.7 %	57.6 - 57.4 %	57.3 - 57.1 %	57 - 56.7 %	56.6 - 56.4 %	56.3 - 56.1 %	56 - 55.8 %	55.7 - 55.5 %	55.4 - 55.2 %	55.1 - 54.9 %	54.8 - 54.6 %	54.5 - 54.3 %	54.2 - 54 %	53.9 - 53.7 %	53.6 - 53.4 %	53.3 % or less

HEDI Scale D - JVf

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
60.9 % or more	60.8 - 60.6 %	60.5 - 60.3 %	60.2 - 60 %	59.9 - 59.7 %	59.6 - 59.4 %	59.3 - 59.1 %	59 - 58.2 %	58.1 - 57.9 %	57.8 - 57.6 %	57.5 - 57.3 %	57.2 - 57 %	56.9 - 56.7 %	56.6 - 56.4 %	56.3 - 56.1 %	56 - 55.8 %	55.7 - 55.5 %	55.4 - 55.2 %	55.1 - 54.9 %	54.8 - 54.6 %	54.5 % or less

HEDI Scale E –Sargent

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
57.9 % or more	57.8 – 57.6 %	57.5- 57.3 %	57.2 – 57 %	56.9 – 56.7 %	56.6 – 56.4 %	56.3 - 56.1	56 - 55.8	55.7 – 55.5 %	55.4 – 55.2 %	55. 1 – 54. 9 %	54.8 – 54.6 %	54.5 – 54.3 %	54.2 – 54%	53.9 - 53.7%	53.6 – 53.4 %	53.3- 53.1%	53 - 52.8 %	52.7 – 52.5 %	52.4 – 52.2 %	52.1 or less %

HEDI Scale F – South Ave.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
2.92 or more	2.91 - 2.74	2.73 – 2.56	2.55 - 2.35	2.34 - 2.17	2.16 - 1.99	1.98 - 1.81	1.80 - 1.63 %	1.62 - 1.45 %	1.4 4 - 1.2 7%	1. 26 - 1.0 9 %	1.08 - .91 %	.90 - .73 %	.72 - .55 %	.54 - .37 %	.36 - .19%	.18 - .01 %	0 - (-.17) %	(-.18) - (-.35) %	(-.36 - (-.53)	-.54 or less

15 Point Conversion (From 20 to 15 Points) for Principals in a Value-Added Model

For those principals that are in the value-add model, the local score is only worth 15 points instead of 20. To convert to a 15 point scale:

1. Divide the number of points received on the 20 point scale by 20 to calculate dividend A.
2. Multiply dividend A by 15 to calculate the number of points received out of the 15 value-added points.
3. Use standard rounding rules to whole number

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

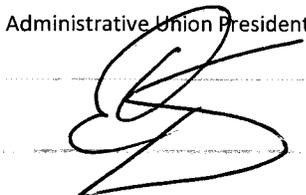
Superintendent Signature: Date:

 1-17-13

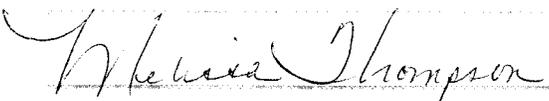
Teachers Union President Signature: Date:

 1-17-13

Administrative Union President Signature: Date:

 1-17-13

Board of Education President Signature: Date:

 1-17-13