



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

Commissioner of Education
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August 6, 2014

Revised

Ms. Mary Fassett
Cairo-Durham Central School District
P.O. Box 780
Cairo, NY 12413

Dear Superintendent Fassett:

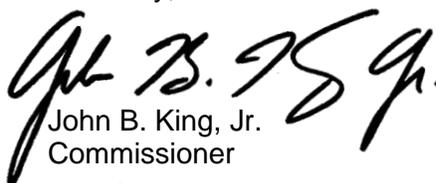
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James Baldwin

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, April 30, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 190301040000

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

190301040000

1.2) School District Name: CAIRO-DURHAM CSD

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

CAIRO-DURHAM CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, June 20, 2014

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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Cairo Durham developed K ELA assessments
1	District, regional, or BOCES-developed assessment	Cairo Durham developed 1 ELA assessments
2	District, regional, or BOCES-developed assessment	Cairo Durham developed 2 ELA 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached table (2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached table (2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached table (2.11).

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). See attached table (2.11).

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Questar III BOCES developed K Math assessments
1	District, regional, or BOCES-developed assessment	Questar III BOCES developed 1 Math assessments
2	District, regional, or BOCES-developed assessment	Questar III BOCES developed 2 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached table (2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached table (2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached table (2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached table (2.11).

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	Cairo-Durham developed 6 Science assessments
7	District, regional or BOCES-developed assessment	Cairo-Durham developed 7 Science assessments

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached table (2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached table (2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached table (2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached table (2.11).

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	Cairo-Durham developed 6 Social Studies assessments
7	District, regional or BOCES-developed assessment	Cairo-Durham developed 7 Social Studies assessments
8	District, regional or BOCES-developed assessment	Cairo-Durham developed 8 Social Studies assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table. (2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	See attached table. (2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table. (2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table. (2.11)

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Cairo-Durham developed 1 Global assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table (2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	See attached table (2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table (2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table (2.11).

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table (2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	See attached table (2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table (2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table (2.11).

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets. Students enrolled in Common Core Algebra I will take the integrated Algebra Regents in addition to the Common Core Algebra regents. The higher of the 2 scores will be taken for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table (2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	See attached table (2.11).

Developing (3 - 8 points) Results are below District goals for similar students.	See attached table (2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table (2.11).

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Cairo-Durham developed 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cairo-Durham developed 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive 11 ELA Regents - Common Core English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets. For students enrolled in Common Core English they will take the Comprehensive English Regents in addition to the Common Core English Regents, using the higher of the 2 scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table (2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	See attached table (2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table (2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table (2.11).

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other teachers		Cairo-Durham developed grade and subject specific assessments

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers, in collaboration with the principals, will set individualized student growth targets as measured by baseline data. HEDI points will be assigned based on the percentage of students meeting growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached table (2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	See attached table (2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	See attached table (2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached table (2.11).

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1041264-TXEttx9bQW/CDCSD HEDI Table Task 2 for 2.11.doc

2.12) Locally Developed Controls

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

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

Not applicable.

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, August 05, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 4 ELA assessments
5	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 5 ELA assessments
6	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 6 ELA assessments
7	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 7 ELA assessments
8	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 8 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.	<p>Student grades 4 and 5 takes Questar III BOCES developed ELA and students 6-8 take Cairo Durham developed 6-8 ELA assessments in the fall and again in the spring.</p> <p>Each teacher, in collaboration with the principal, will establish the achievement target for the students.</p> <p>The teachers then receive a HEDI rating based upon the</p>
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percentage of students meeting or exceeding achievement targets.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (3.3).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (3.3).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (3.3).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (3.3).

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 4 Math assessments
5	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 5 Math assessments
6	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 6 Math assessments
7	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 7 Math assessments
8	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 8 Math 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.	<p>Student grades 4 and 5 takes Questar III BOCES developed Math assessments and students 6-8 take Cairo Durham developed 6-8 Math assessments in the fall and again in the spring.</p> <p>Each teacher, in collaboration with the principal, will establish the achievement target for the students.</p> <p>The teachers then receive a HEDI rating based upon the percentage of students meeting or exceeding achievement targets.</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (3.3).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (3.3).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (3.3).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table (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.

assets/survey-uploads/12149/1041265-rhJdBgDruP/CDCSD HEDI Table Task 3.3-7-23.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS 3-5 ELA assessments
1	6(ii) School-wide measure computed locally	NYS 3-5 ELA assessments
2	6(ii) School-wide measure computed locally	NYS 3-5 ELA assessments
3	5) District, regional, or BOCES-developed assessments	Cairo Durham developed 3 ELA assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For teachers in grades K-2, a HEDI rating will be assigned based on the percentage of students school-wide reaching proficiency (3 or 4) on State assessment in ELA, grades 3-5.</p> <p>Each teacher of grade 3, in collaboration with the principal, will establish the achievement target for the students.</p> <p>The teachers then receive a HEDI rating based upon the percentage of students meeting or exceeding achievement targets.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	State Assessment in Math in Grades 3-5
1	6(ii) School-wide measure computed locally	State Assessment in Math in Grades 3-5
2	6(ii) School-wide measure computed locally	State Assessment in Math in Grades 3-5
3	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 3 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For teachers in grades K-2, a HEDI rating will be assigned based on the percentage of students school-wide reaching proficiency (3 or 4) on the State assessment in Math, grades 3-5.</p> <p>For grade 3 every student takes the Locally developed assessment in the fall and again in the spring.</p> <p>Each teacher of grade 3, in collaboration with the principal, will establish the achievement target for the students.</p> <p>The teachers then receive a HEDI rating based upon the percentage of students meeting or exceeding achievement targets.</p>
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See tables attached (3.13).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See tables attached (3.13).
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See tables attached (3.13).

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

See tables attached (3.13).

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 7 Science assessment
8	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Students in grades 6 and 7 will take the Locally developed grade specific science assessment.</p> <p>For grade 8, every student takes the BOCES developed assessment in the fall and again in the spring.</p> <p>Each teacher will, in collaboration with the principal, establish the achievement target for the students.</p> <p>HEDI points will be awarded based on the percentage of students meeting or exceeding achievement targets.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See table attached (3.13).

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

See table attached (3.13).

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

See table attached (3.13).

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

See table attached (3.13).

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Cairo Durham developed 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades 6, 7 and 8 will take the Cairo-Durham developed grade specific social studies assessment. HEDI points will be awarded based on the percentage of students making achievement targets set by the teacher, in collaboration with the principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).

3.8) High School Social Studies

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

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers will receive HEDI scores based upon the difference in the percentage of students reaching a score of 65 or higher on the Global and American History Regents assessments as compared to the average percentage of students scoring 65 or higher in the district for the last 3 years.</p> <p>Teachers scores will be based on student performance on these regents assessments, school-wide.</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 tables attached (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 tables attached (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 tables attached (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 tables attached (3.13).</p>

3.9) High School Science

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

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

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

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

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

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 will receive HEDI scores based upon the difference in the percentage of students reaching a score of 65 or higher on the Earth Science, Living Environment, Chemistry and Physics Regents assessments as compared to the average percentage of students scoring 65 or higher in the district for the last 3 years. Teachers scores will be based on student performance on these regents assessments, school-wide.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See tables attached (3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See tables attached (3.13).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See tables attached (3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See tables attached (3.13).

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	CC Algebra 1 and Integrated Algebra Regents assessments
Geometry	6(ii) School wide measure computed locally	Geometry regents assessments
Algebra 2	6(ii) School wide measure computed locally	Algebra 2 regents assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive their HEDI scores based upon the percentage of students school-wide that achieve 80 points or higher on the Math regents. Both versions of the Algebra 1 regents will be offered to students in a CCLS course. The higher of the 2 scores will be taken.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	CCLS and Comprehensive ELA regents assessments
Grade 10 ELA	6(ii) School wide measure computed locally	CCLS and Comprehensive ELA regents assessments
Grade 11 ELA	6(ii) School wide measure computed locally	CCLS and Comprehensive ELA regents assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive their HEDI scores based upon the percentage of students school-wide that achieve 75 or higher on the ELA regents. Both versions of the ELA regents will be offered to students in a CCLS course. The higher of the 2 scores will be taken.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All others K-8	5) District/regional/BOCES-developed	Cairo Durham developed grade and subject specific assessments
All others 9-12	5) District/regional/BOCES-developed	Cairo Durham developed grade and subject specific assessments
All others 9-12	6(ii) School wide measure computed locally	NYS Comprehensive ELA regents and Common Core ELA regents OR NYS Integrated Algebra regents and Common Core Algebra regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For all subjects in grades 9-12 teachers will receive HEDI scores based upon the percentage of students reaching their achievement targets as set by their teacher and principal utilizing district developed assessments or teachers will receive a HEDI score based on the percent of students school-wide reaching a score of 75 or higher on the Comprehensive English Regents and Common Core English Regents or 80 or higher on the Integrated Algebra Regents and the Common Core Algebra Regents. The higher of the two scores will be used.</p> <p>Regardless of the measure selected all teachers within a grade and subject will use the same measure. Measures will be selected by the teachers and principal by October 15th of that school year.</p> <p>Each teacher, in collaboration with the principal, will establish the achievement target for the students at the K-8 level.</p>
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The teachers then receive a HEDI rating based upon the percentage of students meeting or exceeding achievement targets.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See table attached (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/12149/1041265-y92vNseFa4/CDCSD HEDI Table Task 3.13 8-5.docx

3.14) Locally Developed Controls

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

In cases where a teacher presents unforeseen or extenuating circumstances, including but not limited to a large number of students with disabilities, English language learners and/or students in poverty and that this is the determining factor in the teacher's final HEDI rating, the principal may modify, up to the maximum of two points, the teacher's total score for calculation of the local assessment portion only of the evaluation. Documentation of any such circumstance shall be maintained as part of the teacher's evaluation record.

Under no circumstances will the District intentionally create a bias in assigning students to teachers to combat any problematic incentives. Teachers have no control over the setting of their rosters.

If a classroom percentage of students with disabilities, English language learners and/or students in poverty is greater than 25% we will apply 1 point and if a teacher has greater than 40% we will apply 2 points.

Rationale for including control factors: Students in the identified groups tend to have greater difficulty in reaching targets. The district has experienced above average growing numbers in the level of poverty populations and students with special needs.

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.

None of our teachers will have more than one locally selected measure.

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
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	(No response)
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, August 01, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2013 Revised Edition)
Second Rubric, if applicable	Not Applicable

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers are evaluated, based upon evidence collection during the observation process, on each subcomponent of the Danielson 2013 rubric. Each subcomponent is weighted based on values negotiated with the Cairo Durham Teachers Association. Points are assigned to each subcomponent during each observation, and then totaled to arrive at overall observation score from 0-60. Each observation is then averaged to arrive at a HEDI score which ranges from 0 to 60 points. Ratings from the formal observations are averaged with the overall rating for the informal observation resulting in a total score. Rounding in no case will result in change of overall HEDI ratings. Standard rounding rules will apply. However, in no case will rounding result in movement between HEDI bands of rating.

See HEDI table attached in 4.5 "HEDI Tables, Task 4, APPR Teacher Evaluation, (Danielson 2013 Framework) .

The "Other Measures of Teacher Effectiveness" rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (59-60)
- Effective: Performing at Level Typically Expected (57-58)
- Developing: Not Performing at Level Typically Expected (47-56)
- Ineffective: Performance is unacceptable (0-46)

If all scores are rated as Ineffective, the overall score will be a HEDI score of “0”

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/12179/1041266-eka9yMJ855/CDCSD HEDI Table Task 4 5.16.14_1.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.	see attached table
Effective: Overall performance and results meet NYS Teaching Standards.	see attached table
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	see attached table
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	see attached table

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, February 24, 2014

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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.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, May 16, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/204695-Df0w3Xx5v6/TIPFORM.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS

It is understood by all parties involved that when an appeal is requested that a timely and expeditious resolution will be the goal.

Basis:

Pursuant to section 3012-c of the Educational Law, a teacher or principal may only challenge the following in an appeal.

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews, pursuant to section 3012-c of the Education law and this Subpart ;
3. The adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and implementation of the terms of the Teacher Improvement Plan, as required under section 3012-c of the Education Law.

Procedure:

- Tenured teachers can appeal all overall APPR ratings of ineffective and developing within 10 school days (14 calendar days) of receipt of the rating. The parties agree that an overall composite "developing" rating for a tenured teacher will be resolved at Stage One of the appeal process.
- In the event that a probationary teacher disagrees with the content of the APPR composite with a rating of ineffective, the probationary teacher may submit a written rebuttal within 10 school days (14 calendar days) that will be attached to the APPR to be placed in the member's personnel file and seek a conference with the administrator.
- Upon filing an appeal, the teacher will be entitled to any and all final documentary evidence used as the basis of the overall APPR rating.
- All procedural issues can be appealed. Upon filing an appeal, the teacher will provide to the District any and all evidence of procedural failure or error.
- In a ratings appeal the teacher will need to identify specific element(s) of the rating being challenged and provide a rationale for the challenge.
- In a rating appeal if it is agreed to more evidence of teaching practice may be submitted
- A teacher's ratings appeal and procedural appeal shall be consolidated for the appeal process.
- Both procedural and ratings appeals will be conducted in the same manner.
- The teacher will have the right to Association representation during all stages of his/her appeal. The Association will be the sole representative for the teacher unless the Association otherwise notifies the District that the teacher chooses to represent him or herself.
- If the schedules of all parties permit, the appeals process may take place during the summer months, before the start of the new school year.
- Any tenured teacher who receives a rating of "ineffective" or "developing" and is placed on a Teacher Improvement Plan ("TIP") will have a right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law and follows the timeline described above.

Appeals Process:

Stage One: The teacher will appeal to the evaluating supervisor in writing. The teacher and the evaluating supervisor will have a meeting to discuss the appeal and the supervisor will respond in writing to the teacher within 10 school days (14 calendar days) of the teacher's submission of the written appeal. For all tenured teachers with an overall composite "ineffective" rating, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move to Stage Two.

Stage Two: If the teacher is not satisfied with the appeal decision in Stage One, the teacher may appeal in writing to the APPR appeals panel within 10 school days (14 calendar days) of the Stage One decision. The APPR appeals panel will consist of 2 administrators, other than the evaluating supervisor, chosen by the Superintendent, the Association President and a designee selected by the Association for a total of four members. All documents and communications from the evaluation and from Stage One shall be provided to the panel. In addition to considering the written records when making its decision, the panel may request additional information, which may include questions addressed to the teacher and/or the evaluating administrator, in order to render its decision. The members of the APPR panel will review all information provided. The appeals panel will have 10 school days (14 calendar days) to render its decision. The Superintendent will notify the teacher of the decision within 5 school days (7 calendar days) of receiving the appeals panel determination. If the teacher is not satisfied with the Stage Two decision, the teacher may move to Stage Three of the appeals process, by notifying the Superintendent within 5 school days (7 calendar days) of receiving the determination .

Stage Three: The Superintendent will schedule a meeting to discuss the appeal within 5 school days (7 calendar days) of the appeal being filed at Stage Three. The Superintendent will render a decision on the appeal to the teacher in writing within 10 school days (14 calendar days) after the meeting. The Superintendent's decision shall be final and binding upon the parties.

If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the teacher, the decision must include a recalculation of the score consistent with the decision.

All time frames described will be timely and expeditious. In accordance with state education law, 3012 (c).

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

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

Part II: Training of Evaluators

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Appropriately qualified individuals or entities will conduct evaluator training. Evaluator training will replicate the recommended SED model certification process. The District will ensure that all principals and the Director of Pupil Services are trained as lead evaluators. The Board of Education will certify lead evaluators on the recommendation of the Superintendent and upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

- (a) The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.
- (b) All lead evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations there under. Such training shall include application and use of Charlotte Danielson's Framework for Teaching (2013 Revised Edition), the State-approved teacher practice rubric selected by the District for use in evaluations. Such training shall consist of a minimum of 1 day of training.
- (c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, they shall be deemed certified by the District as a lead evaluator. However, classroom observations required by this APPR plan may be conducted prior to such training, providing that the administrator performing the evaluations is a properly credentialed school administrator. Training must successfully be completed prior to completion of the annual professional performance review.
- (d) The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, June 20, 2014

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results. Additional SLOs will then be set based on grades/subjects with State assessments, where applicable. If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, August 01, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS 3-5 ELA and Math assessments
6-8	(d) measures used by district for teacher evaluation	NYS 6-8 ELA and Math assessments
9-12	(d) measures used by district for teacher evaluation	NYS CC Algebra and Integrated Algebra ,Geometry, Algebra 2/Trig, Regents Assessments and CC English and Comprehensive English Regents Assessments

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>For K-5 and 6-8, Principals will receive a score based on the percentage of students that receive a score of 3 or 4 on their NYS ELA and Math assessments.</p> <p>For K-5 a HEDI score will be determined for ELA and Math results and the final HEDI score will be determined by averaging the 2.</p> <p>9-12 scores will be based upon the percentage of students scoring 80 or higher on the Math regents and 75 or higher on the ELA regents.</p> <p>For 9-12, where applicable for ELA and Algebra, the higher of the two scores will be used. In addition, a HEDI score will be determined for the ELA and Math results. and the final HEDI score will be determined by averaging the two. Both versions of</p>
--	--

the ELA and Algebra regents will be offered to students in CCLS courses.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table.

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/12190/1041270-qBFVOWF7fC/CDCSD HEDI Table Task 8 7-23_1.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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
Not Applicable		

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

N/A

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.

We do not have any principals with multiple locally selected measures.

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
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does	(No response)

not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.

8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. (No response)

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 16, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric (2012 Revised Edition)
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

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.

Principals are evaluated, based upon evidence collection, on each subcomponent of the Marshall rubric. Each subcomponent is weighted based on values negotiated with the Cairo Durham Administrators' Association. Points are assigned to the subcomponents ultimately resulting in a HEDI score ranging from 0 to 60. Based on the evidence collected over multiple school visits, each subcomponent will be scored, 1 point for Highly Effective, .95 for Effective, .8 for Developing, and 0 for Ineffective. Standard rounding rules apply. However, under no circumstances will rounding result in moving HEDI bands.

See HEDI table attached in 9.7 "HEDI Tables, Task 9, APPR Principal Evaluation.

The "Other Measures of Principal Effectiveness" rating system shall define the overall categories of performance as follows:

- Highly Effective: Performing at a Higher Level (59-60)
- Effective: Performing at Level Typically Expected (57-58)
- Developing: Not Performing at Level Typically Expected (47-56)
- Ineffective: Performance is unacceptable (0-46)

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/12205/1041271-pMADJ4gk6R/CDAA APPR Calc Spreadsheet 5.15.14.xlsx

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

Highly Effective: Overall performance and results exceed standards.	See attached table (Task 9 APPR Principal Evaluation).
Effective: Overall performance and results meet standards.	See attached table (Task 9 APPR Principal Evaluation).
Developing: Overall performance and results need improvement in order to meet standards.	See attached table (Task 9 APPR Principal Evaluation).

Ineffective: Overall performance and results do not meet standards.

See attached table (Task 9 APPR Principal Evaluation).

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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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.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, July 07, 2014

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

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

[assets/survey-uploads/5276/153214-Df0w3Xx5v6/Principal Improvement Action Plan.pdf](#)

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:

Appeals will follow the following procedure:

1. Stage One: All administrators will appeal to the evaluating Superintendent in writing within 10 school days from receipt of the composite score or the PIP. (14 calendar days). The administrator and the Superintendent will meet to discuss the appeal within 10 school days (14 calendar days) and the Superintendent will respond in writing to the administrator within ten school days (14 calendar

days) of the administrator's submission of the written appeal. For all tenured administrators, when an appeal has not been resolved to the administrator's satisfaction at Stage 1, the appeal will move to Stage two.

2. Stage Two: If the Administrator is not satisfied with the appeal decision, he/she may appeal in writing to the Board of Education within 10 school days (14 calendar days) of the Stage one decision. The Board of Education will convene within 10 school days (14 calendar days) to hear/consider the appeal. The Board will render a decision on the appeal to the Administrator in writing within 10 school days (14 calendar days) after the meeting. The determination of the appeal by the Board of Education shall not be grievable, arbitrable, nor reviewable in any other forum.

All grounds for appeal enumerated under Education Law 3012(c) are available. Administrator appeals are limited to ineffective and developing HEDI ratings.

If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the principal, the decision must include a recalculation of the score consistent with the decision.

All time frames in the appeals process will be timely and expeditious in accordance with 3012(c).

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

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

Training of Evaluators

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Appropriately qualified individuals or entities will conduct evaluator training. Evaluator training will replicate the recommended SED model certification process. The District will ensure that the Superintendent is trained as a lead evaluator.

- (a) The "lead evaluator" is the administrator who is primarily responsible for principal's evaluations under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.
- (b) All lead evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations there under. Such training shall include application and use of the Marshall Rubric (2012 Revised Edition) as selected by the administrator for use in evaluations. Training will last for a duration of a minimum of 1 day per year.
- (c) Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, they shall be deemed certified by the District as a lead evaluator. However, classroom observations required by this APPR plan may be conducted prior to such training, providing that the administrator performing the evaluations is a properly credentialed school administrator. Training must successfully be completed prior to completion of the annual professional performance review.
- (d) The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, August 06, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/1041274-3Uqgn5g9Iu/APPRCDCSDCertificationFormTask 12.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.

Cairo-Durham Central School District - District HEDI Tables

State Growth Tables –

State Growth - % of students for each teacher showing growth (20 Points) Task 2

Grade Levels/Subjects: All Applicable Grade/Subjects

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
> or = 88	85 - 87	82 - 84	79 - 81	76 - 78	73 - 75	70 - 72	67- 69	64 - 66	61 - 63	58 - 60	55- 57	54	53	52	51	50	49	48	47	46- 0

**Rounding is using to determine HEDI score, less than or equal to .4 rounds down and greater than or equal to .5 round up. At no point will rounding change the overall HEDI rating determination.

Cairo-Durham Central School District - District HEDI Tables

Local Achievement Tables –

Local Measure - % of students for each teacher meeting target (20 Points) Task

3.

Grade Levels/Subjects: All Applicable Grade/Subjects

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
> or =83	80 - 82	77 - 79	74 - 76	71 - 73	68- 70	65 - 67	62 - 64	59 - 61	56- 58	53 - 55	50- 52	49	48	47	46	45	44	43	42	41- 0

Local Measure - % of students for each teacher meeting target (15 Points) Task

3.

(Where Value-Added-Measure is present)

Grade Levels/Subjects: Grades 4-8 ELA/Math

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> or = to 60	59-58	57- 56	55- 54	53- 52	51- 50	49- 48	47-46	45-43	42-40	39-37	36-34	33-31	30-28	27-25	24-0

Cairo-Durham Central School District - District HEDI Tables

Local Achievement Tables –

Local Measure - % of students for each teacher and principal meeting target (20 Points) Tasks 3

Grade Levels/Subjects: All Applicable Grade/Subjects(Grade 3 ELA/Math, Grades 6-8 Science and Social Studies, and all other K-8 Courses and 9-12 courses using locally developed assessments.)

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
> or =83	80 - 82	77 - 79	74 - 76	71 - 73	68 - 70	65 - 67	62 - 64	59 - 61	56 - 58	53 - 55	50 - 52	49	48	47	46	45	44	43	42	41 - 0

(20 Points) Task 3

Regents SWG High School (Improvement of 3 year average on Science and Social Studies Regents Exams) Task 3

Grade Levels/Subjects: High School Science and Social Studies

The numbers identified in the HEDI scale below represent the minimum values needed to earn that specified score.

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
> or = 4.0	+3.5	+3.0	+2.5	+2.0	+1.5	+1.0	0	-0.5	-1.0	-1.5	-2.0	-2.5	-3.0	-3.5	-4.0	-4.5	-5.0	-5.5	-6.0	< or = -6.5

Aspirational Performance Measure ELA High School (% of students scoring > or = to 75) Task 3

Grade Levels/Subjects: ELA Grades 9-11 and all other 9-12 courses

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
> or = to 65	63-64	61-62	59-60	57-58	55-56	53-54	51-52	49-50	47-48	45-46	43-44	41-42	39-40	37-38	35-36	33-34	31-32	30-29	28-27	26-0

Aspirational Performance Measure Math High School (% of students scoring > or = to 80) Task 3

Grade Levels/Subjects: High School Math grades 9-12 and all other 9-12 courses

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
> or =40	39-38	37-36	35-34	33-32	31-30	29-28	27-26	25	24	23	22	17-21	16	15	14	13	12	11	10	9-0

School Wide Goal Elementary School – ELA (% of students scoring Level 3 or 4) Task 3

Grade Levels/Subjects: Grades K-2

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
> or = to 60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-42	41-40	39-38	37-36	35-34	33-32	31-30	29-28	27-26	25-24	23-22	21-0

School Wide Goal Elementary School – Math (% of students scoring Level 3 or 4)

Task 3

Grade Levels/Subjects: Grades K-2

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
> or = to 68	67- 66	65- 64	63- 62	61- 60	59- 58	57- 56	55- 54	53- 52	51- 50	49- 48	47- 46	45- 44	43- 42	41- 40	39- 38	37- 36	35- 34	33- 32	31- 30	29- 0

Cairo-Durham Central School District - District HEDI Tables

HEDI Tables Task 4

**APPR - Teacher Evaluation
(Danielson 2013 Framework)**

Local 60 Points Calculation Spreadsheet - Cairo-Durham Central School District

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	<i>Sub-totals</i>	Highly Effective = 100%	Effective = 95.0%	Developing = 80%	Ineffective = 20%
1a Demonstrating Knowledge of Content and Pedagogy	d	1.60	2.00		2.00	1.90	1.60	0.40
1b Demonstrating Knowledge of Students	e	1.90	2.00		2.00	1.90	1.60	0.40
1c Setting Instructional Outcomes	e	2.85	3.00		3.00	2.85	2.40	0.60
1d Demonstrating Knowledge of Resources	e	1.90	2.00		2.00	1.90	1.60	0.40
1e Designing Coherent Instruction	e	2.85	3.00		3.00	2.85	2.40	0.60
1f Designing Student Assessments	h	3.00	3.00		3.00	2.85	2.40	0.60
				15	25.0%			
2a Creating and Environment of Respect and Rapport	e	3.33	3.50		3.50	3.33	2.80	0.70
2b Establishing a culture for Learning	e	3.33	3.50		3.50	3.33	2.80	0.70
2c Managing Classroom Procedures	e	2.85	3.00		3.00	2.85	2.40	0.60
2d Managing Student Behavior	e	2.85	3.00		3.00	2.85	2.40	0.60
2e Organizing Physical Space	e	2.85	3.00		3.00	2.85	2.40	0.60
				16	26.7%			
3a Communicating With Students	e	3.33	3.50		3.50	3.33	2.80	0.70
3b Using Questioning and Discussion Techniques	e	3.33	3.50		3.50	3.33	2.80	0.70
3c Engaging Students in Learning	d	2.80	3.50		3.50	3.33	2.80	0.70

3d Using Assessment in Instruction	h	3.00	3.00		3.00	2.85	2.40	0.60	
3e Demonstrating Flexibility & Responsiveness	e	2.85	3.00		3.00	2.85	2.40	0.60	
				16.5	27.5%				
4a Reflecting on Teaching	e	2.38	2.50		2.50	2.38	2.00	0.50	
4b Maintaining Accurate Records	e	1.90	2.00		2.00	1.90	1.60	0.40	
4c Communicating with Families	h	2.00	2.00		2.00	1.90	1.60	0.40	
4d Participating in a Professional Community	h	2.00	2.00		2.00	1.90	1.60	0.40	
4e Growing and Developing Professionally	e	1.90	2.00		2.00	1.90	1.60	0.40	
4f Showing Professionalism	e	1.90	2.00		2.00	1.90	1.60	0.40	
				12.50	20.8%				
Raw Score		56.68	60.00	60	100%	60.00	57.03	48.00	12.00
Final Total	D	56.00							
NYS COMPOSITE SCORE	E	76.00							
HEDI BANDS			HEDI BANDS			STATE GROWTH		9	
						LOCAL		11	
0-46	0.00	I	0	I	0-64				
	46.00	I	64	I					
47-56	47.00	D	65	D	65-74				
	56.00	D	74	D					
57-58	57.00	E	75	E	75-90				
	58.00	E	90	E					
59-60	59.00	H	91	H	91-100				
	60.00	H	100	H					

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. NYS Composite Score is based on computation of "60 Point Score"+"State Growth"+"Local" At no point will the rounding of a teacher's score change their HEDI band rating. If all scores are rated as Ineffective, the overall score will be a HEDI score of "0"

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Cairo-Durham Central School District - District HEDI Tables

Local Achievement Tables –

Local Measure - % of students for each principal meeting target (20 Points) Task 8

Grade Levels/Subjects: Grades 6-8 ELA/Math

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
> or =83	80 - 82	77 - 79	74 - 76	71 - 73	68 - 70	65 - 67	62 - 64	59 - 61	56 - 58	53 - 55	50 - 52	49	48	47	46	45	44	43	42	41-0

Local Measure - % of students for each principal meeting target (15 Points) Task 8

(Where Value-Added-Measure is present)

Grade Levels/Subjects: Grades 6-8 ELA/Math

Highly Effective	Effective	Developing	Ineffective
------------------	-----------	------------	-------------

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> or = to 75	74-70	69-67	66-64	63-62	61-60	59-58	57-56	55-53	52-50	49-47	46-44	43-41	40-38	37-35	34-0

Aspirational Performance Measure ELA High School (% of students scoring > or = to 75) Task 8

Grade Levels/Subjects: ELA Grades 9-12

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
> or = to 65	63-64	61-62	59-60	57-58	55-56	53-54	51-52	49-50	47-48	45-46	43-44	41-42	39-40	37-38	35-36	33-34	31-32	30-29	28-27	26-0

Local Measure - % of students for each principal meeting target (15 Points) Task 8

(Where Value-Added-Measure is present)

Grade Levels/Subjects: ELA Grades 9-12

Highly Effective	Effective	Developing	Ineffective
------------------	-----------	------------	-------------

15	14	<u>13</u>	12	<u>11</u>	10	9	8	7	6	5	4	3	2	1	0
> or = to 60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-43	42-40	39-37	36-34	33-31	30-28	27-25	24-0

Aspirational Performance Measure Math High School (% of students scoring > or = to 80) Task 8

Grade Levels/Subjects: High School Math grades 9-12

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
> or =40	39-38	37-36	35-34	33-32	31-30	29-28	27-26	25	24	23	22	17-21	16	15	14	13	12	11	10	9-0

Local Measure - % of students for each principal meeting target (15 Points) Task 8

(Where Value-Added-Measure is present)

Grade Levels/Subjects: High School Math grades 9-12

Highly Effective	Effective	Developing	Ineffective
------------------	-----------	------------	-------------

15	14	<u>13</u>	12	<u>11</u>	10	9	8	7	6	5	4	3	2	1	0
> or = to 35	34-32	31-30	29-28	27-26	25	24	23	22	21	20	19	18	17	16	15-0

School Wide Goal Elementary School – ELA (% of students scoring Level 3 or 4)

Task 8

Grade Levels/Subjects: Grades K-5

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
> or = to 60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-42	41-40	39-38	37-36	35-34	33-32	31-30	29-28	27-26	25-24	23-22	21-0

Local Measure - % of students for each principal meeting target (15 Points) Task 8

(Where Value-Added-Measure is present)

Grade Levels/Subjects: Grades K-5

Highly Effective	Effective	Developing	Ineffective
------------------	-----------	------------	-------------

15	14	<u>13</u>	12	<u>11</u>	10	9	8	7	6	5	4	3	2	1	0
> or = to 60	59-56	55-50	49-48	47-46	45-43	42-40	39-37	36-35	34-31	30-27	26-24	23-21	20-18	17-15	14-0

School Wide Goal Elementary School – Math (% of students scoring Level 3 or 4)

Task 8

Grade Levels/Subjects: Grades K-5

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
> or = to 68	67-66	65-64	63-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-42	41-40	39-38	37-36	35-34	33-32	31-30	29-0

Local Measure - % of students for each principal meeting target (15 Points) Task 8

(Where Value-Added-Measure is present)

Grade Levels/Subjects: Grades K-5

Highly Effective	Effective	Developing	Ineffective
------------------	-----------	------------	-------------

15	14	<u>13</u>	12	<u>11</u>	10	9	8	7	6	5	4	3	2	1	0
> or = to 60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-43	42-40	39-37	36-34	33-31	30-28	27-25	24-0

APPR - Principal Evaluation

Local 60 Points Calculation Spreadsheet - Cairo-Durham Central School District

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	<i>Sub-totals</i>	Highly Effective = 100%	Effective = 95.0%	Developing= 80.0%	Ineffective = 0%
Domain 1								
1a	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1b	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1c	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1d	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1e	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1f	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1g	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1h	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1h	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
1h	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
				10.00	17%			
Domain 2								
2a	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2b	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2c	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2d	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2e	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2f	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2g	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2h	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2i	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
2j	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
				10.00	17%			
Domain 3								
3a	d	0.80	1.00	10%	1.00	0.95	0.80	0.00

3b	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3c	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3d	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3e	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3a	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3b	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3c	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3d	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
3e	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
				10.00	17%			
Domain 4								
4a	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
4b	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
4c	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
4d	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
4e	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
4f	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
4g	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
4h	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
4i	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
4j	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
				10.00	17%			
Domain 5								
5a	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
5b	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
5c	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
5d	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
5e	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
5f	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
5g	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
5h	d	0.80	1.00	10%	1.00	0.95	0.80	0.00
5i	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
5j	e	0.95	1.00	10%	1.00	0.95	0.80	0.00
				10.00	17%			
Domain 6								

6a	e	0.95	1.00	10%	1.00	0.95	0.80	0.00	
6b	e	0.95	1.00	10%	1.00	0.95	0.80	0.00	
6c	e	0.95	1.00	10%	1.00	0.95	0.80	0.00	
6d	e	0.95	1.00	10%	1.00	0.95	0.80	0.00	
6e	d	0.80	1.00	10%	1.00	0.95	0.80	0.00	
6f	d	0.80	1.00	10%	1.00	0.95	0.80	0.00	
6g	d	0.80	1.00	10%	1.00	0.95	0.80	0.00	
6h	d	0.80	1.00	10%	1.00	0.95	0.80	0.00	
6i	d	0.80	1.00	10%	1.00	0.95	0.80	0.00	
6j	d	0.80	1.00	10%	1.00	0.95	0.80	0.00	
				10	17%				
Raw Score*		49.80	60.00	60	100%	60.00	57.00	48.00	0.00

Total D 50.00
NYS COMPOSITE SCORE E 80.00

HEDI BANDS - Locally Negotiated Ranges			HEDI BANDS		STATE GROWTH	
0-46	0.00	I	0 I	0-64		15
	46.00	I	64 I			
47-56	47.00	D	65 D	65-74		15
	56.00	D	74 D			
57-58	57.00	E	75 E	75-90		
	58.00	E	90 E			
59-60	59.00	H	91 H	91-100		
	60.00	H	100 H			

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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HEDI BANDS

NYSUT	Legal	SMOA's at other Districts		
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Highly Effective	59-60	58-60	54-60	54-60	58-60
Effective	57-58	51-57	45-53	46-53	54-57
Developing	50-56	41-50	39-44	39-45	43-53
Ineffective	0-49	0-40	0-38	0-38	0-42

Cairo-Durham Central School District
PRINCIPAL IMPROVEMENT ACTION PLAN

Principal _____ School _____

Superintendent _____ Date _____

Statement of the Problem/Concern	Goals(s)	Strategies and Resources Needed to Meet Goal(s)	Evidence of Completion	Completion Date

Signatures: _____
Principal _____ Date _____ Superintendent _____ Date _____

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

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

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

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

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

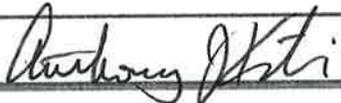
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
 - Assure that the entire APPR Plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
 - Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
 - Assure that the APPR Plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
 - Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
 - Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
 - Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
 - Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
 - Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
 - Assure that the district or BOCES has appeal procedures that are consistent with the statute and 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date: 8/5/14



Teachers Union President Signature: Date:

 8/5/14

Administrative Union President Signature: Date: 8/5/14



Board of Education President Signature: Date:

 8/5/14

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date: 8/5/19

