



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

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Commissioner of Education  
President of the University of the State of New York  
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January 11, 2014

**Revised**

Ms. Kathy Hagenbuch, Superintendent  
Campbell-Savona Central School District  
8455 County Route 125  
Campbell, NY 14821

Dear Superintendent Hagenbuch:

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: Dr. Horst Graefe

**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 Monday, August 12, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 570603040000

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

570603040000

#### 1.2) School District Name: CAMPBELL-SAVONA CSD

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

CAMPBELL-SAVONA 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 Wednesday, January 08, 2014

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### 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA and Math Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

We will be using the State-Provided Growth score for all state assessments in ELA and Math within the school building as the HEIDI score for K-2 grade levels. For school wide measures, the district will use the building wide growth scores for the listed assessments. See the attached document in section 2.11 for the 25 point state provided growth score to 20 point HEDI conversion table for when the value added measure is implemented. For 3rd grade, we will have each teacher set individual student growth targets on the NYS ELA 3 state assessment for 3rd grade students based on prior academic history. Final targets will be approved by the administrators. The chart for assigning points on the HEDI scale is uploaded.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have 85% or more of all students reach their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have 75% through 84% of all students reach their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have will have 65% through 74% of all students reach their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have fewer than 65% of all students reach their target.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS 4-6 ELA and Math Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	We will be using the State-Provided Growth score for all state assessments in ELA and Math within the school building as the HEIDI score for K-2 grade levels. For school wide measures, the district will use the building wide growth scores for the listed assessments. See the attached document in section 2.11 for the 25 point state provided growth score to 20 point HEDI conversion table for when the value added measure is implemented. For 3rd grade, we will have each teacher set individual student growth targets on the NYS Math 3 state assessment for 3rd grade students based on prior academic history. Final targets will be approved by the administrators. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have 85% or more of all students reach their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have 75% through 84% of all students reach their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have will have 65% through 74% of all students reach their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For grades K-2, we will be using the state provided growth score. For 3rd grade, teachers receiving this designation will have fewer than 65% of all students reach their target.

## 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	CSCSD developed 6th grade Science assessment
7	District, regional or BOCES-developed assessment	GST BOCES developed 7th grade Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	We will have each teacher set individual student growth targets on the Science state, BOCES or locally developed assessments for students based on prior academic history. Final targets will be approved by the administrators. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 75% through 84% of all the students reaching their target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 65% through 74% of all the students reaching their target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

## 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
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6	District, regional or BOCES-developed assessment	CSCSD developed 6th grade Social Studies assessment
7	District, regional or BOCES-developed assessment	CSCSD developed 7th grade Social Studies assessment
8	District, regional or BOCES-developed assessment	CSCSD developed 8th grade Social Studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	We will have each teacher set individual student growth targets on the Social Studies locally developed assessments for students based on prior academic history. Final targets will be approved by the administrators. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75% through 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65% through 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

## 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	Not applicable	N/A
	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.	CSCSD instructs Global I and Global II as a double block in grade 10. Teachers and administrators will set individual targets for growth in student performance on the listed assessments. Baseline data will be compiled using prior academic history for each student. Administrators will approve targets. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75% through 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65% through 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and administrators will set individual targets for growth in student performance on the listed assessments. Baseline data will be compiled using prior academic history for each student. Administrators will approve targets. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75% through 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65% through 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

## 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.	The district will administer the NYS Integrated Algebra Regents exam in addition to the NYS Common Core Algebra I regents to students enrolled in common core courses. Teachers will use the higher of the two assessment scores. Teachers and administrators will set individual targets for growth in student performance on the listed assessments. Baseline data will be compiled using prior academic history for each student. Administrators will approve targets. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75% through 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65% through 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

## 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	CSCSD Developed 9th grade ELA Assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	CSCSD Developed 10th grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Common CORE English Regents and NYS Comprehensive 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.	Teachers and administrators will set individual targets for growth in student performance on the listed assessments. Baseline data will be compiled using prior academic history for each student. Administrators will approve targets. For ELA 11 the district will administer both the NYS Comprehensive English Regents and the NYS Common Core English regents to students enrolled in common core courses. Teachers will use the higher of the two assessment scores. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 85% or more of all the students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 75% through 84% of all the students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 65% through 74% of all the students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 65% of all the students reaching their target.

## 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
Fine Arts K-6	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA and Math assessments
Physical Education K-6	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA and Math assessments
Special Education K-6	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA and Math assessments
AIS/Reading 2-6	School/BOCES-wide/group/team results based on State	NYS ELA 3-6 assessments
Spanish 8-12	School/BOCES-wide/group/team results based on State	All NYS regents assessments given

Technology 7-8	School/BOCES-wide/group/team results based on State	All NYS regents assessments given
Fine Arts 7-12	School/BOCES-wide/group/team results based on State	All NYS regents assessments given
Physical Education 7-12	School/BOCES-wide/group/team results based on State	All NYS regents assessments given
Special Education 7-8	School/BOCES-wide/group/team results based on State	NYS 7-8 ELA and Math Assessments
Special Education 9-12	State Assessment	NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History Regents Assessment, NYS Living Environment Regents Assessment, NYS U.S. History and Government Regents Assessment, NYS Comprehensive English Regents and NYS Common Core English Regents
Technology 9-12	School/BOCES-wide/group/team results based on State	All NYS regents assessments given
AIS Math 3-6	State Assessment	NYS Math 3-6 assessments
AIS-RTI K-1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

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.

For AIS K-1 teachers, CSCSD will be using value-added measures based on measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth. CSCSD's analyses will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. The HEDI points will be assigned using the chart uploaded in task 2.11.

For Special education K-8 teachers we will be using the State-Provided Growth score for all state assessments in ELA and Math within the school building as the HEDI score.

For special education teachers in grades 9-12, we will set a minimum rigor expectation for growth of passing at 55 or higher for all NYS Regents Assessments given required for graduation credit, for assigned IEP students for each teacher. The HEDI points will be assigned using the chart uploaded in task 2.11.

AIS Reading 2-6 will set school-wide student growth targets and AIS Math 3-6 teachers will set individual student growth targets based on state assessments for students based on prior academic history. Final targets will be approved by the administrators. The chart for assigning points on the HEDI scale is uploaded in section 2.11.

For all other courses, we will be measuring growth through a school wide measure of either state assessments or regents assessments. The NYS Regents exams administered are as follows: NYS Earth Science, NYS Living Environment, NYS Chemistry, NYS Physics, NYS Integrated Algebra Regents, NYS Common Core Algebra I, NYS Geometry, NYS Algebra II, NYS Global Studies, NYS U.S. History and Government, the

NYS Comprehensive English Regents and the NYS Common Core English regents. Students in Common Core courses will take the NYS Integrated Algebra regents and the NYS Common Core Algebra regents, students will also take the Comprehensive English regents and the NYS Common Core English regents. The higher of the scores for each of the two exams will be used. For school wide measures based on regents, we are setting a minimum rigor expectation for growth of 65 or higher on the listed assessments. HEDI scores will be based on the average percentage of all students who meet the minimum rigor expectation. For school wide measures based on NYS 4-8 state assessments, HEDI scores will be based on the average of all teachers SPGS in their respective building.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 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/12186/589365-TXEttx9bQW/CSCSD charts section 2 -teachers 2.11\_1.docx

## 2.12) Locally Developed Controls

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

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

none

## 2.13) Teachers with more than one growth measure

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

grade math courses.)

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, January 08, 2014

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessments
5	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessments
6	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessments
7	6(i) School-wide measure based on State-provided measure	NYS 7-8 ELA and Math Assessments
8	6(i) School-wide measure based on State-provided measure	NYS 7-8 ELA and Math 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.	We will be using the State-Provided Growth score/the building wide score for all state assessments in ELA and Math within the school building as the HEDI score for 4-8 grade levels. For school wide measures, the district will use the state provided growth scores for the listed assessments. See the attached document in section 3.3 for the 25 point state provided growth score to 15 point HEDI conversion table for when the value added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.

### 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	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessments
5	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessments
6	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessments
7	6(i) School-wide measure based on State-provided measure	NYS 7-8 ELA and Math Assessments
8	6(i) School-wide measure based on State-provided measure	NYS 7-8 ELA and 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.	We will be using the State-Provided Growth score/the building score for all state assessments in ELA and Math within the school building as the HEDI score for 4-8 grade levels. For school wide measures, the district will use the state provided growth scores for the listed assessments. See the attached document in section 3.3 for the 25 point state provided growth score to 15 point HEDI conversion table for when the value added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.

### 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/12149/589366-rhJdBgDruP/3.3 25-20-15 chart.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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assesments

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.	CSCSD will be using value-added measures based on measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA K-2. CSCSD's analyses will be conducted by the value added research center on NWEA's Measures of Academic Progress assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. For 3rd grade, we will be using the State-Provided Growth score/the building wide score for all state assessments in ELA and Math within the school building as the HEDI score . For school wide measures, the district will use the state provided growth scores for the listed assessments. See the attached document in section 3.13 for the 25 point state provided growth score to 20 point HEDI conversion table for when the value added measure is implemented.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than 0.9 based on the value added "z score" provided by NWEA or state provided growth score of between 18-20. Grade 3 will receive their score based upon building wide score. See 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9 based on the value added "z score" provided by NWEA. or state provided growth score between 9 and 17 Grade 3 will receive their score based upon building wide score. See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9 based on the value added "z score" provided by NWEA. or state provided growth score between 3 and 8. Grade 3 will receive their score based upon building wide score. See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have growth scores less than or equal to -2.1 based on the value added "z score" provided by NWEA.or state provided growth score between 0 and 2. Grade 3 will receive their score based upon building wide score. See 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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assesments

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.*

<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>CSCSD will be using value-added measures based on Measures of Academic Progress assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math K-3. CSCSD's analyses will be conducted by the value added research center on NWEA's Measures of Academic assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. For 3rd grade, we will be using the State-Provided Growth score/the building score for all state assessments in ELA and Math within the school building as the HEDI score . For school wide measures, the district will use the state provided growth scores/the building wide score for the listed assessments. See the attached document in section 3.13 for the 25 point state provided growth score to 20 point HEDI conversion table for when the value added measure is implemented.</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>K-2 teachers receiving this designation will have growth scores greater than 0.9 based on the value added "z score" provided by NWEA.. Teachers in grade 3 will be assigned the state provided growth score of between 18 and 20. Grade 3 will receive their score based upon building wide score. See 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>K-2 teachers receiving this designation will have growth scores greater than -0.9 and less than or equal to 0.9 based on the value added "z score" provided by NWEA. . Teachers in grade 3 will be assigned the state provided growth score of between 9-17. Grade 3 will receive their score based upon building wide score. See 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>K-2 teachers receiving this designation will have growth scores greater than -2.1 and less than or equal to -0.9 based on the value added "z score" provided by NWEA.. Teachers in grade 3 will be assigned the state provided growth score of between 3-8. Grade 3 will receive their score based upon building wide score. See 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>K-2 teachers receiving this designation will have growth scores less than or equal to -2.1 based on the value added "z score" provided by NWEA.. Teachers in grade 3 will be assigned the state provided growth score of between 0-2. Grade 3 will receive their score based upon building wide score. See 3.13</p>

### 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	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessment
7	6(i) School-wide measure based on State-provided measure	NYS 7-8 ELA and Math 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.	We will be using the State-Provided Growth score/the building wide score for all state assessments in ELA and Math within the school building as the HEDI score for grades 6 and 7. Grade 8 will use school-wide results based on the percentage of general education students achieving a 65 or higher and special education students achieving a 55 or higher on all regents examinations administered. Students in Common Core courses will take the NYS Integrated Algebra regents and the NYS Common Core Algebra regents, students will also take the Comprehensive English regents and the NYS Common Core English regents. The higher of the scores for each of the two exams will be used. The HEDI points will be assigned using the chart uploaded in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8th grade teachers who earn this designation have 85% or more of students reach their target score. For grades 6 and 7 we will be using the state provided growth score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8th grade teachers who earn this designation have 75% through 84% of students reach their target score. For grades 6 and 7 we will be using the state provided growth score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8th grade teachers who earn this designation have 65% through 74% of students reach their target score. For grades 6 and 7 we will be using the state provided growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8th grade teachers who earn this designation have 64% or less of students reach their target score. For grades 6 and 7 we will be using the state provided growth score.

### 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	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math Assessment
7	6(i) School-wide measure based on State-provided measure	NYS 7-8 ELA and Math Assessment
8	6(i) School-wide measure based on State-provided measure	NYS 7-8 ELA and Math 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.	We will be using the State-Provided Growth score/the building wide score for all state assessments in ELA and Math within the school building as the HEDI score for Social Studies teachers in grades 6-8. For school wide measures, the district will use the state provided growth scores for the listed assessments. See the attached document in section 3.13 for the 25 point state provided growth score to 20 point HEDI conversion table for when the value added measure is implemented.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the state provided growth score.

### 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	Not applicable	N/A
Global 2	6(ii) School wide measure computed locally	All NYS Regents Assessments Given
American History	6(ii) School wide measure computed locally	All NYS Regents Assessments Given

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	CSCSD instructs Global I and Global II as a double block in 10th grade. We will use school-wide results based on the percentage of general education students achieving a 65 or higher and special education students achieving a 55 or higher on all all regents examinations administered. Students in Common Core courses will take the NYS integrated algebra regents and the NYS Common Core Algebra regents, Students will also take the NYS Comprehensive English regents and the
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NYS Common Core regents examination. The higher of the two scores for each exam will be used. The HEDI points will be assigned by the percentage of students who meet the achievement target using the chart uploaded in task 3.13

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

Teachers receiving this designation will have 85% or more of all the students reaching the target on the regents examinations.

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

Teachers receiving this designation will have have 75% through 84% of all the students reaching the target on the regents examinations.

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

Teachers receiving this designation will have have 65% through 74% of all the students reaching the target on the regents examinations.

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

Teachers receiving this designation will have fewer than 65% of all the students reaching the target on the regents examinations.

### 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	All NYS Regents Assessments Given
Earth Science	6(ii) School wide measure computed locally	All NYS Regents Assessments Given
Chemistry	6(ii) School wide measure computed locally	All NYS Regents Assessments Given
Physics	6(ii) School wide measure computed locally	All NYS Regents Assessments Given

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.

We will use school-wide results based on the percentage of general education students achieving a 65 or higher and special education students achieving a 55 or higher on all all regents examinations administered. Students in Common Core courses will take the NYS integrated algebra regents and the NYS Common Core Algebra regents, Students will also take the NYS Comprehensive English regents and the NYS Common Core regents examination. The higher of the two scores for each exam will be used. The HEDI points will be assigned by the percentage of students who meet the achievement target using

the chart uploaded in task 3.13

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

Teachers receiving this designation will have 85% or more of all the students reaching the target on the regents examinations.

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

Teachers receiving this designation will have have 65% through 74% of all the students reaching the target on the regents examinations.

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

Teachers receiving this designation will have have 75% through 84% of all the students reaching the target on the regents examinations.

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

Teachers receiving this designation will have fewer than 65% of all the students reaching the target on the regents examinations.

### 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	All NYS Regents Assessments Given
Geometry	6(ii) School wide measure computed locally	All NYS Regents Assessments Given
Algebra 2	6(ii) School wide measure computed locally	All NYS Regents Assessments Given

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.

We will use school-wide results based on the percentage of general education students achieving a 65 or higher and special education students achieving a 55 or higher on all all regents examinations administered. Students in Common Core courses will take the NYS integrated algebra regents and the NYS Common Core Algebra regents, Students will also take the NYS Comprehensive English regents and the NYS Common Core regents examination. The higher of the two scores for each exam will be used. The HEDI points will be assigned by the

	percentage of students who meet the achievement target using the chart uploaded in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching the target on the regents examination.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 75% and 84% of all the students reaching the target on the regents examination.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have between 65% and 74% of all the students reaching the target on the regents examination.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 65% of all the students reaching the target on the regents examination.

### 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	All NYS Regents Assessments Given
Grade 10 ELA	6(ii) School wide measure computed locally	All NYS Regents Assessments Given
Grade 11 ELA	6(ii) School wide measure computed locally	All NYS Regents Assessments Given

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.	We will use school-wide results based on the percentage of general education students achieving a 65 or higher and special education students achieving a 55 or higher on all all regents examinations administered. For students enrolled in Common Core courses, we will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents in addition to the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents. The higher of the two scores for each exam will be used. The HEDI points will be assigned
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	by the percentage of students who meet the achievement target using the chart uploaded in task 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 85% or more of all the students reaching the target on the regents examination.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have have 75% through 84% of all the students reaching the target on the regents examination.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have have 65% through 74% of all the students reaching the target on the regents examination.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have fewer than 65% of all the students reaching the target on the regents examination.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Fine Arts K-12	5) District/regional/BOCES–developed	GST BOCES-developed Fine Arts Assessment
Physical Education K-12	5) District/regional/BOCES–developed	CSCSD developed local physical education assessment
Special Education K-2	4) State-approved 3rd party	Measures of Academic Progress (primary Grades)
AIS-RtI K-6	6(i) School-wide measure based on State-provided measure	NYS 4-6 ELA and Math assessments
Special Education 3-8	4) State-approved 3rd party	Measures of Academic Progress (ELA, Math)
Technology 7-12	5) District/regional/BOCES–developed	CSCSD developed Technology Project Based Learning Assessment
Special Education 9-12	6(ii) School wide measure computed locally	All NYS Regents Assessments given
Spanish 10-12	5) District/regional/BOCES–developed	CSCSD developed local Spanish assessment
Spanish 8-9	5) District/regional/BOCES–developed	CSCSD developed local Spanish assessment

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

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

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.

Fine Arts K-12, PE K-12, Technology and Spanish teachers will set individual student growth targets based on BOCES or locally developed assessments for students based on prior academic history. Final targets will be approved by the administrators. The chart for assigning points on the HEDI scale is uploaded. For special education K-2 and special education 3-8 we will be using the 3rd party MAP assessments which are grade specific. The targets will be established by Measures of Academic Progress. Based on student progress a 0-20 HEDI score will result.

For AIS/RTI K-6, we will be using the State-Provided Growth score for all state assessments in ELA and Math within the school building as the HEDI score. For school wide measures, the district will use the state provided growth scores for the listed assessments. See the attached document in section 3.13 for the 25 point state provided growth score to 20 point HEDI conversion table for when the value added measure is implemented.

For Special Ed 9-12, the minimum rigor expectation for growth is based on the percentage of passing on all regents administered. HEDI ratings will be based on prior regents performance and the number of students passing at 65 or higher. Students in Common Core courses will take the NYS Integrated Algebra regents and the NYS Common Core Algebra regents, students will also take the Comprehensive English regents and the NYS Common Core English regents. The higher of the scores for each of the two exams will be used.

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

See 3.13

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

See 3.13

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

See 3.13

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

See 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/12149/589366-y92vNseFa4/3.13-charts for sec 3.4-3.12\_1.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.

none

### 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.

District evaluators will assess the results of each measure separately, arriving at a HEDI rating and point value using the appropriate chart.

In the case of teachers that have multiple measures, each measure must be weighted proportionately based on the number of students covered by each measure.

In the case of MS/HS teachers and special area teachers, many local assessments are group goals that will be weighted proportionately based on the number of students enrolled in each course/grade level included. The district has developed an excel calculator to use to properly weigh the number of students and the dosage so that teaches scores accurately reflect student assignment.

The appropriate conversion chart will be used to award the final points. Standard rounding rules will apply.

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, December 11, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

na

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

Computation/Formula to determine points for each component within a domain:

Rubrics = 4 Levels: HEDI

Highly Effective = 10

Effective = 9

Developing = 6

Ineffective = 0

Subcomponents will be rated on a scale of 0-10, then averaged to produce a final domain score out of 10.

For each domain

- Add score for each component in the domain together
- Average: total divided by number of components for average score

Take average score divided by 10 = \_\_\_\_\_ x total possible agreed upon points in that domain see below:

Total possible points per domain:

Planning and Preparation: 15 points

Classroom Environment: 10 points

Instruction: 25 points

Professional responsibilities: 10 points

Add actual points earned for four domains together for score. This will equal total points earned with possible range 0-60. The district will apply standard rounding rules to the hundredth position. However the district will not permit rounding to move a teacher's score between HEDI bands.

Domains 1 and 4 are used to do the structured review of planning and teacher artifacts. (25 points)

Domains 2 and 3 are used during classroom observations. (35 points)

All teachers are observed a minimum of two times throughout the school year. After each observation teachers are rated on each of the sub components using the HEDI scale. At the conclusion of the year/at each teacher's summative year-end conference, teachers are given a final rating for each sub-component. Ratings are based on preponderance of evidence from multiple observations. Whenever there is a question in terms of performance data, administrators conduct additional observations in order that supporting evidence may be gathered.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers in this category consistently exceed the district's expectations
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category consistently meet the district's expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category are approaching the district's expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category are well below the district's expectaions

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	45-56
Developing	18-44

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 12, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	45-56
Developing	18-44
Ineffective	0-17

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 Monday, November 18, 2013

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/136505-Df0w3Xx5v6/PDTIP template, 11-14-11.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. The Evaluation Appeals Procedure (See Commissioner's Regulation 30-2.6 and 30-2.11):

1. For the purpose of this article, “days” is defined as days when the district office is open.
2. If, due to extenuating circumstances, the teacher is not able to stay within the timeline for any step of an appeal, the parties agree to extend the deadline accordingly. Regardless of extensions, the appeals process will be conducted in a timely and expeditious manner in accordance with Education Law 3012-c. It is understood that the teacher will make every effort to initiate or continue the appeal process in a timely manner.
3. Teachers can only appeal composite ratings of “ineffective” or “developing.” This is the only procedure for challenging composite ratings. Under Education Law 3012-c, the following subjects may be appealed:
  - (1) the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
  - (2) the adherence to the Commissioner’s regulations, as applicable to such reviews;
  - (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
  - (4) the school district’s issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law 3012-c.
4. A teacher cannot file multiple appeals on the same performance review; thus, all issues must be raised at the time the appeal is filed, or are deemed waived.
5. The teacher bears the burden of proving by substantial evidence that the evaluation should be overturned. All appeals must be commenced and advanced to the next step within the timelines or are deemed waived, and are not subject to review in any other forum.
6. STEP 1: The teacher begins an appeal with the evaluator of record. The teacher must attempt to resolve the appeal informally within ten (10) days of receipt of the composite score through a conference with the lead evaluator (which will not take longer than one day).
7. STEP 2: If issues are not resolved to the teacher’s satisfaction through the informal step, the teacher can choose to appeal to the next level, but must do so within five (5) days of the informal conference. The appeal must be submitted in writing to the Superintendent’s office and must include a detailed explanation of the basis for the appeal, including any documents that support the appeal. The teacher must submit an appeal to the superintendent within 5 days of the conclusion of the informal conference with the evaluator. The evaluator shall be given a copy of the appeal documents and may submit a response within five (5) days of receipt of said copy. The Superintendent’s office will refer the appeal papers to each member of the Evaluation Appeals Committee (EAC) within five (5) days. The EAC is composed of one person selected by the Superintendent, one person selected by the CSTA and one person jointly selected by the CTSA and the Superintendent. The jointly-selected member must be an active NYS certified educator trained in the CORE curriculum and the Danielson Teachscape rubric. None of the committee members can be the appealing teacher or the evaluator. The EAC will review the paperwork submitted on the appeal and will render a decision to the lead evaluator, the appellant, the CSTA President, and the Superintendent within ten (10) days of the written submission. The EAC will reach a decision by a unanimous vote. If the vote is to uphold the appeal, the decision of the evaluator of record is overturned and the EAC will order an adjustment to the teacher’s composite score. If the vote is to deny the appeal, the decision of the evaluator of record stands. If a unanimous vote is not reached, the EAC shall summarize the opposing viewpoints in writing and submit this document to the lead evaluator, the appellant, the CSTA President and the Superintendent.
8. STEP 3: If a unanimous vote is not reached, the Superintendent reviews the EAC’s findings and follows with a decision within ten (10) days of receipt of the EAC’s submission.
9. If the Superintendent upholds the appeal, the District will take necessary steps to revise the composite score accordingly. Should the appeal be upheld any resultant action and appeals thereof will conclude in a timely and expeditious manner in accordance with Education Law Section 3012-c. If the Superintendent denies the appeal, the decision of the evaluator of record stands. The decision of the superintendent is final and binding.

## 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.

1. The District will certify Lead Evaluators as qualified to conduct teacher evaluations under 3012-c and Commissioner’s Regulation. Lead Evaluators are defined as District administrators. [30-2.9(a)] The training will consist of the 9 required components of Regents Rules section 30-2.9(b).
2. The District will provide training to Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program.
3. Through bi-monthly meetings of the Instructional Leadership team, the team of evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build this. Lead evaluators will attend the following approximate number of hours of training: 60
4. The District will continue to provide ongoing training for Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program with multiple offerings throughout the school year. These training will focus on more advanced levels of the nine components of Regents Rules section 30-2.9 as well as more in-depth work toward inter-rater reliability with multiple training

dates to be held throughout each school year.

5. Our BOE will re-certify each evaluator at the Board's July organizational meeting.

## 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

## 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 Monday, August 12, 2013

## Page 1

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

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

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

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):

	PreK-6
	7-12
	(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

none

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, January 07, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
PreK - 6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades) , Measures of Academic Progress ELA, Measures of Academic Progress Math
7-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Four year graduation rate for district students

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.	An average of the students' Measures of Academic Progress Value Added scores on Primary Grades, ELA and Math MAP assessment will be used for the PreK - 6 principal's measure resulting in a growth score. NWEA is providing the growth score for our K-6 principal based on the results of all students who take Measures of Academic Progress assessments based on one year's growth. For the 7-12 principal the superintendent will approve a four-year graduation rate target and the cohort being used. The cohort used will be that cohort who began high school four years before the school year for which the score needs to be generated. HEDI points will be assigned based on the % of all in building students graduating high school in 4 years. The HEDI chart is uploaded below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-6 principal will need to have an average growth score on the Measures of Academic Progress assessments that is greater than 0.9 A MS/HS principal will need to have a percentage of 4 year HS graduates greater than or equal to 91%

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-6 principal will need to have an average growth score on the Measures of Academic Progress assessments that is greater than -0.9 and less than or equal to .9 A MS/HS principal will need to have a percentage of 4 year HS graduates 82% through 90%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-6 principal will need to have an average growth score on the Measures of Academic Progress assessments that is greater than -2.1 and less than or equal to -0.9 A MS/HS principal will need to have a percentage of 4 year HS graduates 65% through 81%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A PreK-6 principal will need to have an average growth score on the Measures of Academic Progress assessments that is less than or equal to -2.1 A MS/HS principal will need to have a percentage of 4 year HS graduates less than or equal to 64%

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/12190/589371-qBFVOWF7fC/CSCSD Principals conversion chart 8.1.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.**

**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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
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Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

none

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

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

Does not apply

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, October 22, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

Each of the Domains in the Multidimensional Principal Performance Rubric has been assigned a portion of the 60 possible points.

Domain 1: Shared Vision of Learning= 15 pts.,

Domain 2: School Culture and Instructional Program= 15 pts.,

Domain 3: Safe, Efficient, Effective Learning Environment= 15pts.,

Domain 4: Community= 5 pts.,

Domain 5: Integrity, Fairness, Ethics = 5pts.

Domain 6: Political, Social, Economic, Legal and Cultural Context = 5 pts.

For each rubric in a domain:

- Ineffective = 0 points
- Developing = 6 points
- Effective = 9 points
- Highly Effective = 10 points

Principal's will be visited a minimum of four times throughout the school year. Dimensions will be scored following each of these visits and/or through other methods of gathering evidence including an on-going review of the evidence binder kept by each principal. Dimensions will be rated on a 0-10 point scale. Dimensions scored multiple times will be assigned a single HEDI score based on the preponderance of evidence demonstrated throughout the review process.

For each domain:

- Add points for each dimension of the Domain together
- Take total points divided by number of dimensions to get an average score for that Domain
- Take the average score divided by 10 to get a weighted percentage
- Multiply percentage by total possible weighted points in that domain to get the total points earned for that domain.

Add the six domain scores together, for a total of 60 possible points.

The district will apply standard rounding rules to the hundredth position. However the district will not permit rounding to move a

principal's score between HEDI bands.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Principals in this category consistently exceed the district's expectations and over the multiple visits to the school building are observed to be Highly Effective in the Domains of the MPPR.
Effective: Overall performance and results meet standards.	Principals in this category meet the district's expectations and over the multiple visits to the school building are observed to be Effective in the Domains of the MPPR.
Developing: Overall performance and results need improvement in order to meet standards.	Principals in this category experience some difficulty in meeting the district's expectations and over the multiple visits to the school building are observed to be Developing in the Domains of the MPPR.
Ineffective: Overall performance and results do not meet standards.	Principals in this category are not meeting the district's expectations and over the multiple visits to the school building are observed to be Ineffective in the Domains of the MPPR.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	45-56
Developing	18-44
Ineffective	0-17

## 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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

### **Tenured Principals**

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, October 22, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	45-56
Developing	18-44
Ineffective	0-17

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 Wednesday, January 08, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/589374-Df0w3Xx5v6/PDTIP admin template.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Evaluation Appeals Procedure (See Commissioner's Regulation 30-2.6 and 30-2.11):

The grounds for appeal are enumerated in education law section 3012-c

1. Should the principal have a concern with any feedback provided, he/she will schedule a meeting with the Superintendent within 5 business days of receiving the feedback.
2. Principal may only file an appeal if her/his overall composite score is within the developing or ineffective range.
3. Written appeal must be filed within five (5) working days of receiving the composite score/rating or PIP.
4. Superintendent will meet with principal within ten (10) days of receiving the appeal to see if the issue can be informally resolved. Administrator may bring one other administrator to the meeting. The informal meeting will last no longer than one (1) day.
5. If appeal cannot be resolved, it will be referred to Assistant Superintendent within five (5) working days of the informal meeting with the Superintendent. Assistant Superintendent will have a formal conference with the principal within ten (10) days of the referral from the superintendent. A written decision will be rendered no later than fifteen (15) calendar days following the formal conference between the Assistant Superintendent and the principal. This decision will be final.

## 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.

Lead evaluator training will consist of the 9 required elements outlined in Regents Rules section 30-2.9. Training will be provided periodically throughout each school year. Training will be provided by the GST BOCES and also by LEAF, the professional development division of the New York State Council of School Superintendents. The GST BOCES and LEAF courses include training in all nine required elements of the New York State Commissioner's Regulations §30-2.9 taught by members of our RTTT Network Team who attend the Network Team Institutes sponsored by NYSED in Albany and turnkey them locally or by trainers through the LEAF professional development department of the New York State Council of School Superintendents. We will continue to participate in both the GST BOCES and the LEAF training, both aligned with the national leadership standards. Additionally, we have and will continue to participate in webinars and workshops from other resources, such as NYSED. Our evaluator will participate in all trainings offered on the Multidimensional Principal Performance Rubric. Our evaluator will have access to the professional development resources available through the GST BOCES and LEAF and will continue to work as a team with other superintendents/principal supervisors to maintain inter-rater reliability. Deeper understanding is provided through training infused in the regional Superintendent's Council Meetings, Principal's Meetings, regional trainings on components of the APPR system through our RTTT Network Team, and our own administrative council meetings. GST BOCES will continue offering more training on the APPR system as NYSED resources become available. Our evaluators will participate in those trainings. Approximate time/duration of training per year: 30 hours. Any new evaluators hired throughout the year will attend trainings offered by GST BOCES and LEAF. All of our evaluators will be certified by our Board of Education. Our BOE will continue to re-certify our evaluators annually as part of the Board of Education organizational meeting.

## 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

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• Checked

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## 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 Thursday, January 09, 2014

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### Page 1

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

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

<assets/survey-uploads/12158/589375-3Uqgn5g9Iu/CSCSD APPR Certification Form 1-9-14.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.

Campbell Savona Central School District

Conversion Chart for Assigning Points

2. Growth on State Assessments or Comparable Measures (Teachers)  
Based on SLO/Local targets (20 point chart)

2 points: 64 – 50% met target 1 point: 49 – 43% met target 0 points: 42% or less met target	8 points: 73 – 74% met target 7 points: 71 – 72% met target 6 points: 69 – 70% met target 5 points: 67 – 68% met target 4 points: 66% met target 3 points: 65% met target	17 points: 83 – 84% met target 16 points: 82% met target 15 points: 81% met target 14 points: 80% met target 13 points: 79% met target 12 points: 78% met target 11 points: 77% met target 10 points: 76 % met target 9 points: 75% met target	20 points: 96 – 100% met target 19 points: 91 – 95% met target 18 points: 85 – 90% met target
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**Campbell-Savona Central School District**

**Conversions from  
25 Point State Provided Growth Score Converted to a 20 Point Score\***

<b>Per Commissioner Out of 25</b>	<b>State Provided Score</b>	<b>Score Out of 20</b>	<b>Per Commissioner Out of 20</b>
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score + or – from 0 as an indicator of a year’s worth of growth.

The chart below is a 20 point conversion.

Ineffective	Developing	Effective	Highly Effective
2 points: greater than -2.3 and less than or equal to -2.1 1 point: greater than -2.5 and less than or equal to -2.3 0 points: less than or equal to -2.5	8 points: greater than -1.1 and less than or equal to -.9 7 points: greater than -1.3 and less than or equal to -1.1 6 points: greater than -1.5 and less than or equal to -1.3 5 points: greater than -1.7 and less than or equal to -1.5 4 points: greater than -1.9 and less than or equal to -1.7 3 points: greater than -2.1 and less than or equal to -1.9	17 points: greater than .5 and less than or equal to .9 16 points: greater than .1 and less than or equal to .5 15 points: greater than -.1 and less than or equal to .1 14 points: greater than -.3 and less than or equal to -.1 13 points: greater than -.5 and less than or equal to -.3 12 points: greater than -.6 and less than or equal to -.5 11 points: greater than -.7 and less than or equal to -.6 10 points: greater than -.8 and less than or equal to -.7 9 points: greater than -.9 and less than or equal to -.8	20 points: greater than 1.3 19 points: greater than 1.1 and less than or equal to 1.3 18 points: greater than .9 and less than or equal to 1.1

**CSCS Conversion Charts-section 3.3**  
**Conversion Chart for State Provided Growth Scores**

		20 pt. conversion	15 pt. conversion
Highly Effective	25	20	15
	24	20	15
	23	19	14
	22	18	14
	21	17	13
Effective	20	17	13
	19	16	12
	18	16	12
	17	15	11
	16	15	11
	15	14	10
	14	13	10
	13	12	9
	12	11	9
	11	10	8
	10	9	8
Developing	9	8	7
	8	8	7
	7	7	6
	6	6	6
	5	5	5
	4	4	4
	3	3	3
Ineffective	2	2	2
	1	1	1
	0	0	0

**3.1 4-8 ELA,**  
**3.2 4-8 Math**

**Campbell-Savona Central School District**

**Conversion from**

**25 Point State Provided Growth Score Converted to a 20 Point Score**

<b>Per Commissioner Out of 25</b>	<b>State Provided Score</b>	<b>Score Out of 20</b>	<b>Per Commissioner Out of 20</b>
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

NWEA MAP Assessment VARC Conversion Charts

The following chart represents a value added score that will be generated by NWEA and result in a growth score + or – from 0 as an indicator of a year’s worth of growth.

The chart below is a 20 point conversion.

Ineffective	Developing	Effective	Highly Effective
2 points: greater than -2.3 and less than or equal to -2.1 1 point: greater than -2.5 and less than or equal to -2.3 0 points: less than or equal to -2.5	8 points: greater than -1.1 and less than or equal to -.9 7 points: greater than -1.3 and less than or equal to -1.1 6 points: greater than -1.5 and less than or equal to -1.3 5 points: greater than -1.7 and less than or equal to -1.5 4 points: greater than -1.9 and less than or equal to -1.7 3 points: greater than -2.1 and less than or equal to -1.9	17 points: greater than .5 and less than or equal to .9 16 points: greater than .1 and less than or equal to .5 15 points: greater than -.1 and less than or equal to .1 14 points: greater than -.3 and less than or equal to -.1 13 points: greater than -.5 and less than or equal to -.3 12 points: greater than -.6 and less than or equal to -.5 11 points: greater than -.7 and less than or equal to -.6 10 points: greater than -.8 and less than or equal to -.7 9 points: greater than -.9 and less than or equal to -.8	20 points: greater than 1.3 19 points: greater than 1.1 and less than or equal to 1.3 18 points: greater than .9 and less than or equal to 1.1

Campbell Savona Central School District

Conversion Chart for Assigning Points\*  
 3. Locally Selected Measures (Teachers)  
 Local targets (20 point chart)

2 points: 64 – 50% met target 1 point: 49 – 43% met target 0 points: 42% or less met target	8 points: 73 – 74% met target 7 points: 71 – 72% met target 6 points: 69 – 70% met target 5 points: 67 – 68% met target 4 points: 66% met target 3 points: 65% met target	17 points: 83 – 84% met target 16 points: 82% met target 15 points: 81% met target 14 points: 80% met target 13 points: 79% met target 12 points: 78% met target 11 points: 77% met target 10 points: 76 % met target 9 points: 75% met target	20 points: 96 – 100% met target 19 points: 91 – 95% met target 18 points: 85 – 90% met target
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The minimum rigor expectation for growth is based on the percentage of passing (65) on all regents administered.

**Campbell-Savona Teacher Professional Development and Improvement Plan**

Teacher:

Evaluator:

Date:

**Summary of information leading to preparation of plan:**

**Growth area(s) and/or indicators from the rubric, which need to be addressed and how they will be measured:**

**Progress will be monitored in the following manner(s):**

- By observations on the following dates:
- Meetings to review lesson plans
- Review of assessment tools and student work
- Other- please specify

**Timeline:**

**Specific Resources provided:**

- Conference or workshop
- Mentor
- Curriculum mentor support
- Suggested reading
- Peer observation
- School visit
- Other

**Additional assistance requested by the teacher:**

**Teacher Response:**

**Teacher Acknowledgement:**

I have reviewed this evaluation and discussed the contents with my evaluator. I have been advised of my progress on the teacher evaluation rubric. My signature does not constitute my approval or disapproval.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Campbell Savona Central School District

Principal's Conversion Charts 2013-2014

15 points

PreK-6: NWEA MAP assessments reported as Value Added measures

Ineffective	Developing	Effective	Highly Effective
2 points: greater than -2.3 and less than or equal to -2.1 1 point: greater than -2.5 and less than or equal to -2.3 0 points: less than or equal to -2.5	7 points: greater than -1.3 and less than or equal to -.9 6 points: greater than -1.5 and less than or equal to -1.3 5 points: greater than -1.7 and less than or equal to -1.5 4 points: greater than -1.9 and less than or equal to -1.7 3 points: greater than -2.1 and less than or equal to -1.9	13 points: greater than .5 and less than or equal to .9 12 points: greater than .1 and less than or equal to .5 11 points: greater than -.3 and less than or equal to .1 10 points: greater than -.6 and less than or equal to -.3 9 points: greater than -.8 and less than or equal to -.6 8 point: greater than -.9 and less than or equal to -.8	15 points: greater than 1.3 14: points: greater than .9 and less than or equal to 1.3

MS/HS: % of all in-building students graduating High School in 4 years

Ineffective	Developing	Effective	Highly Effective
2 points: 50 – 64% met target 1 point: 43 – 49% met target 0 points: 42% or less met target	7 points: 79 – 81% met target 6 points: 76 – 78% met target 5 points: 73 – 75% met target 4 points: 69 – 72% met target 3 points: 65 - 68% met target	13 points: 90% met target 12 points: 89% met target 11 points: 87 – 88% met target 10 points: 85 - 86% met target 9 points: 83 - 84% met target 8 points: 82% met target	15 points: 96 - 100% met target 14 points: 91 - 95% met target

8.1- principals local if value added scores are implemented by state as both principals will receive a state value added score for state score

20 points

PreK-6: NWEA MAP assessments reported as Value Added measures

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: greater than -2.3 and less than or equal to -2.1 1 point: greater than -2.5 and less than or equal to -2.3 0 points: less than or equal to -2.5	8 points: greater than -1.1 and less than or equal to -.9 7 points: greater than -1.3 and less than or equal to -1.1 6 points: greater than -1.5 and less than or equal to -1.3 5 points: greater than -1.7 and less than or equal to -1.5 4 points: greater than -1.9 and less than or equal to -1.7 3 points: greater than -2.1 and less than or equal to -1.9	17 points: greater than .5 and less than or equal to .9 16 points: greater than .1 and less than or equal to .5 15 points: greater than -.1 and less than or equal to .1 14 points: greater than -.3 and less than or equal to -.1 13 points: greater than -.5 and less than or equal to -.3 12 points: greater than -.6 and less than or equal to -.5 11 points: greater than -.7 and less than or equal to -.6 10 points: greater than -.8 and less than or equal to -.7 9 points: greater than -.9 and less than or equal to -.8	20 points: greater than 1.3 19 points: greater than 1.1 and less than or equal to 1.3 18 points: greater than .9 and less than or equal to 1.1

8.1 for elementary principal local score if state growth score is used

20 points

MS/HS: % of all in-building students graduating High School in 4 years

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
2 points: 64 – 50% met target 1 point: 49 – 43% met target 0 points: 42% or less met target	8 points: 80 – 81% met target 7 points: 77 – 79% met target 6 points: 74 – 76% met target 5 points: 71 – 73% met target 4 points: 68 - 70% met target 3 points: 65 - 67% met target	17 points: 90% met target 16 points: 89% met target 15 points: 88% met target 14 points: 87% met target 13 points: 86% met target 12 points: 85% met target 11 points: 84% met target 10 points: 83 % met target 9 points: 82% met target	20 points: 99 – 100% met target 19 points: 95 – 98% met target 18 points: 91 – 94% met target

8.1 for junior-senior high principal local score if state growth score is used

**Campbell-Savona Principal/Administrator Professional Development and Improvement Plan**

Administrator:

Evaluator:

Date:

**Summary of information leading to preparation of plan:**

**Growth area(s) and/or indicators from the rubric, which need to be addressed and how they will be measured:**

**Progress will be monitored in the following manner(s):**

- \_\_\_ By observations on the following dates:
- \_\_\_ Meetings to review lesson plans
- \_\_\_ Review of assessment tools and student work
- \_\_\_ Other- please specify

**Timeline:**

**Specific Resources provided:**

- \_\_\_ Conference or workshop
- \_\_\_ Administrative Mentoring
- \_\_\_ Suggested reading
- \_\_\_ Peer coaching
- \_\_\_ School visit
- \_\_\_ Other

**Additional assistance requested by the administrator:**

**Administrator Response:**

**Administrator Acknowledgement:**

I have reviewed this evaluation and discussed the contents with my evaluator. I have been advised of my progress on the principal evaluation rubric. My signature does not constitute my approval or disapproval.

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

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

**Signatures, dates**

Superintendent Signature: Date:

*Kathleen M. Argento* 1/9/14

Teachers Union President Signature: Date:

*Andrew J. Stein* 1/9/14

Administrative Union President Signature: Date:

*Matthew A. Brown* 01/09/14

Board of Education President Signature: Date:

*TSB Hays* 1/9/14