



**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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August 29, 2013

**Revised**

Kathleen P. Farrell, Superintendent  
Catskill Central School District  
343 W. Main St.  
Catskill, NY 12414

Dear Superintendent Farrell:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: James Baldwin

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 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 : 190401060000

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

190401060000

#### 1.2) School District Name: CATSKILL CSD

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

CATSKILL 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 Thursday, August 29, 2013

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Questar III BOCES Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES Developed Second Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Questar III BOCES developed assessments and the NYSTP Grade 3 ELA Assessment will be used to measure student growth for Grades K-3. For grade K-2 students BOCES developed assessments will be administered during the month of September and again during the month of May or as per NYSTP calendar to measure growth of one level determined by the attached chart. Growth for students in grade 3 will be determined by the difference in scores on the District developed assessments and student scores on the NYSTP assessment. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher’s building principal. This measure shall be based

upon the growth of students on their class rosters, (see Tables and further explanation uploaded in 2.11)  
 If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of records class will meet growth targets.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Questar III BOCES developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES developed First Grade Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES developed Second Grade Mathematics Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

The Questar III BOCES Developed 3rd grade Math Assessment and the NYSTP Grade 3 Math Assessment will be used to measure student growth for Grades 3. For grades K-2 students, the Questar III BOCES Developed Math assessments will be administered during the month of September and again during the month of May or as per NYSTP calendar to measure growth of one level determined by the attached chart. Growth for students in grade 3 will be determined by the difference in scores on the Questar III BOCES developed assessment and student scores on the NYSTP assessment. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables and further

explanation uploaded in 2.11)  
 If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of records class will meet growth targets.

## 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	Questar III BOCES Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Questar III BOCES District Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

The Questar III BOCES developed assessments and the NYSTP Grade 8 Science Assessment will be used to measure student growth for Grades 6-8 science. For grade 6-7 students the Questar III BOCES developed assessments will be administered during the month of September and again during the month of May or as per NYSTP calendar to measure growth of one level determined by the attached chart. Growth for students in grade 8 will be determined by the difference in District developed pre-assessment scores and student scores on the NYSTP assessment. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables and further explanation uploaded in 2.11)  
 If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points

	that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of records class will meet growth targets.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Catskill CSD District Developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Questar III BOCES Developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Questar III BOCES 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.	The Catskill Central School District developed assessment will be used to measure student growth for Grades 6 social studies and Questar III BOCES developed assessments with be used to measure growth for Grades 7-8. For grade 6-8 students the District/BOCES developed assessments will be administered during the month of September and again during the month of May to measure growth of one level determined by the attached chart. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables and further explanation uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of records class will meet growth targets..
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## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Questar III BOCES Developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The Questar III BOCES developed Social Studies assessment and the NYSTP Global and American History Regents Exams will be used to measure growth for high school social studies. For Global 1 students Questar III BOCES developed assessments will be administered during the month of September and again during the month of May to measure growth of one level determined by the attached chart. Growth for students Global 2 and American History will be determined by the difference in District developed pre-assessment scores and student scores on the NYS Regents exams. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables and further explanation uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of records class will meet growth targets.
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## 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.	The Catskill Central School District developed assessment and the NYS Regents Exams will be used to measure student growth for high school science. Students' District developed assessments will be administered during the month of September and the Regents exams per the NYSTP schedule to measure growth of one level determined by the attached chart. Growth for students will be determined by the difference in the District developed pre-assessment scores and student scores on the NYS Regents exams. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables and further explanation uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of records class will growth targets.

## 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The Catskill Central School District developed Math assessment and the NYS Regents Exams will be used to measure student growth for high school math. For Algebra I, the NYS Common Core Regents and the NYS Integrated Algebra exam will be used and the higher of the two scores will be utilized. Students' District developed assessments will be administered during the month of September and the Regents exams per the NYSTP schedule to measure growth of one level determined by the attached chart. Growth for students will be determined by the difference in the District developed pre-assessment scores and student scores on the NYS Regents exams. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables and further explanation uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>90-100% of students in a teacher of records class will meet growth targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>51-89% of students in a teacher of records class will meet growth targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>28-50% of students in a teacher of records class will meet growth targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-27% of students in a teacher of records class will meet growth targets.</p>

## 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	Questar III BOCES Developed 9th grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Questar III BOCES Developed 10th grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Common Core English Regents/NYS Comprehensive English Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The Catskill Central School District developed assessments and the NYS Comprehensive English Regents will be used to measure student growth for Grade 11. For grade 9-10 students' Questar III BOCES developed assessments will be administered during the month of September and again during the month of May or as per NYSTP calendar to measure growth of one level determined by the attached chart. Growth of students in grade 11 will be determined by the difference in District developed pre-assessment scores and student scores on the NYS Regents Exam. The higher of the two scores from the two Regents exams will be used [NYS Common Core English Regents or NYS Comprehensive English Regents]. Each teacher of record shall use the growth Target chart from Appendix 2 for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables and further explanation uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.



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/12186/572619-TXEttx9bQW/Appendix 1 - State 20 Teachers and Principals\_Appendix 2 - Achievement Chart for State Growth Percentage\_2013-14\_5.pdf

## 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.

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <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 Thursday, August 29, 2013

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

### 3.1) Grades 4-8 ELA

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

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

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

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

<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 3.3, below.</p>	<p>The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.</p> <p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. The scoring methodology set forth in Table 1 contained in Appendix 3 attached in 3.3 shall be used for computing unit members' local 15 Point scores. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.</p> <p>A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets. In the event that there is no value-added growth measure, then Table 2 (0-20 points) uploaded in Section 3.3 shall be used instead of Table 1.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>

### 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(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

<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 3.3, below.</p>	<p>The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.</p> <p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. The scoring methodology set forth in Table 1 contained in Appendix 3 attached in 3.3 shall be used for computing unit members' local 15 Point scores. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.</p> <p>A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets. In the event that there is no value-added growth measure, then Table 2 (0-20 points) uploaded in Section 3.3 shall be used instead of Table 1.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 3.3</p>

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

upload in 3.3

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/572620-rhJdBgDruP/APPENDIX 3 - Table 1 and Table 2\_4.pdf

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

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

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

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

4-8; or

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

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

### 3.4) Grades K-3 ELA

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

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

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

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

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

The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.

The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.

A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students in a building will show growth.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-89% of students in a building will show growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	28-50% of students in a building will show growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-27% of students in a building will show growth.

### 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	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise

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

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

<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>The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.</p> <p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.</p> <p>A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and</p>
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administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets.

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

90-100% of students in a building will show growth.

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

51-89% of students in a building will show growth.

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

28-50% of students in a building will show growth.

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

0-27% of students in a building will show growth.

### 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(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

For Grades 6-8 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.

The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.

The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.

A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students in a building will show growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-89% of students in a building will show growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	28-50% of students in a building will show growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-27% of students in a building will show growth.

### 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(ii) School wide measure computed locally	STAR Reading Enterprise
7	6(ii) School wide measure computed locally	STAR Reading Enterprise
8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.</p> <p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.</p> <p>A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the</p>
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	percentage of students who meet or exceed their growth targets. majority of his or her time.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students in a building will show growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-89% of students in a building will show growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	28-50% of students in a building will show growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-27% of students in a building will show growth.

### 3.8) High School Social Studies

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.</p> <p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.</p> <p>A unitary score shall be issued to each teacher of record within</p>
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the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets.

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

90-100% of students in a building will show growth.

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

51-89% of students in a building will show growth.

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

28-50% of students in a building will show growth.

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

0-27% of students in a building will show growth.

### 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	STAR Reading Enterprise
Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise
Chemistry	6(ii) School wide measure computed locally	STAR Reading Enterprise
Physics	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

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

The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.

The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student

performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.

A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets.

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

90-100% of students in a building will show growth.

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

51-89% of students in a building will show growth.

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

28-50% of students in a building will show growth.

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

0-27% of students in a building will show growth.

### 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	STAR Reading Enterprise
Geometry	6(ii) School wide measure computed locally	STAR Reading Enterprise
Algebra 2	6(ii) School wide measure computed locally	STAR Reading Enterprise

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

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

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.

<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>The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.</p>
	<p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.</p>
	<p>A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets.</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>90-100% of students in a building will show growth.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-89% of students in a building will show growth.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>28-50% of students in a building will show growth.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-27% of students in a building will show growth.</p>

### 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	STAR Reading Enterprise
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise
Grade 11 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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.

<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>The parties agree to use the Early Literacy Enterprise to measure student growth for all students in Grades K-2. The parties agree to use STAR Reading Enterprise to measure student growth for all students in Grade 3-12.</p> <p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.</p> <p>A unitary score shall be issued to each teacher of record within the Elementary, Middle and High School, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students who meet or exceed their growth targets.</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>90-100% of students in a building will show growth.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-89% of students in a building will show growth.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>28-50% of students in a building will show growth.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-27% of students in a building will show growth.</p>

### 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
All other teachers not addressed above	6(ii) School wide measure computed locally	STAR Reading Enterprise



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/12149/572620-y92vNseFa4/APPENDIX 3 - Table 1 and Table 2\_4.pdf

### 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.

After determining the percentage of students who meet or exceed their growth targets in each building, 1 point will be added to the building-wide score if as of May 1st, 40-59.9% of the students in the building are eligible for a Free or Reduced Lunch, and 2 points will be added to the building-wide score if as of May 1st, 60% or more of the students in the building are eligible for a Free or Reduced Lunch. If less than 40% of the students in the building are eligible for a Free or Reduced Lunch as of May 1st, then no points shall be added to the building-wide score. In no case will a teacher's HEDI score be increased by more than 2 points. If the building wide score is zero (0) no additional points will be added to the building wide score and in no instance will a score exceed 20 points.

The parties agreed upon this measure due to the correlation between student performance and socioeconomic status. The socioeconomic status of the Districts' student population is determined by factors outside the District's control.

### 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.

For the purposes of arriving at the building-wide growth score for the Elementary School, the percentage of students that meet or exceed their growth targets as defined above on the STAR Early Literacy Enterprise assessment and the STAR Reading Enterprise assessment will be aggregated to arrive at the local 20/15 point score.

For teachers who devote a substantial portion of time (40% or more) instructing in more than one building, the building-wide score from each building in which they teach shall be averaged (weighted per time in each building) to arrive at their HEDI rating for the purposes of this locally selected measure of student growth. For teachers who instruct in more than one building, but do not devote a substantial portion of time to instruction in multiple buildings shall receive a HEDI rating based upon the building in which he/she spends the majority of his or her time.

### 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 Tuesday, August 27, 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"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	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.

The Danielson Framework for Teaching (2011 Revised Edition) will be used as the rubric for all classroom teachers as defined in Part 30-2.2(d) of the Regents Rules. The allocations for the Local 60 Points in the Final Summative Evaluation for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules for the year are also found in the attached table entitled "Danielson Rubric." In addition, the Local 60 Points will be computed for the purpose of the final Summative Evaluation based upon the following methodology found in the table entitled "Danielson Rubric".

The agreed upon Points allocation and the computation methodology in the uploaded attachment ensures that all points (0-60) are obtainable within the Local 60 Points.

The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. A “Highly Effective” rating shall receive 100% of the total point value for that Element of the Domain. [the use of "element" in this entire section refers to "sub-domain"]
2. An “Effective” rating shall receive 96% of the total point value for that Element of the Domain.
3. A “Developing” rating shall receive 88% of the total point value for that Element of the Domain.
4. An “Ineffective” rating shall receive no points for that Element of the Domain.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. In no instance will rounding rules cause a teacher to move into another performance category.

The following Observation/Evaluation Procedures have been agreed upon and shall govern the earning of HEDI ratings within the elements of the agreed upon rubric:

All ratings will be based upon and substantiated by evidence collected during the course of the current school year. Evidence will include, but not be limited to pedagogy directly observed by an administrator, as well as formal (e.g. student referral forms, parent-teacher conference assignment and summary sheets, IST and RTI documentation) and informal documentation (e.g. call logs, anecdotal notes) either submitted by the Teacher or requested by an administrator. Every effort shall be made for formal and/or informal documentation as described above to be provided to the Administrator responsible for completing the Teacher’s final summative evaluation by no later than May 15th of that school year.

The following procedures shall apply to the observation of those teachers who are subject to the requirements of 3012-c of the New York State Education Law and Part 30-2 of the Regents Rules:

1. All probationary teachers shall be subject to observations in the following sequence – first an announced observation and then an unannounced observation, unless otherwise mutually agreed upon by the parties. Probationary teachers shall have at least two announced observations per year. Tenured teachers shall have at least one announced observation per year and shall submit their preference for observation sequence prior to June 30 of the school year, 2013 (by submitting to their respective building principals the Evaluator/Observation Sequence Preference Form). A tenured teacher who fails to timely submit the form shall be deemed to have “no preference” as to the order of observations.

- a. A tenured Teacher may elect to videotape his/her first announced observation (based upon availability of videotaping resources), in which case a pre-observation form shall be submitted to an administrator along with the videotape, and an informal pre-observation conference shall be held prior to the submission of the videotape and pre-observation form to discuss the general content area to be covered by the lesson and to set an anticipated date of completion.

- b. Notwithstanding the above, the submission of a videotape for the first announced observation shall not preclude administrative prerogative to request an additional in-person observation in accordance with paragraph “2” below.

2. In the event that a tenured Teacher receives an ineffective rating in any Element(s) of a Domain during his/her announced observation, there shall be a second announced observation either at the Teacher’s request or if the Administrator determines the need therefor.

3. Duration of Observations:

- a. An announced observation shall begin at the start of a class and shall be a minimum of one instructional period or 40 minutes in duration, whichever is less.

- b. The unannounced observation shall be up to 25 minutes in length.

4. At least one announced observation of a probationary Teacher shall be completed during the first semester of each school year and every effort shall be made for the first announced observation to be conducted prior to December 15th. All announced observations shall be completed by May 31st of each school year, absent extenuating circumstances (e.g. return from an extended leave of absence).

5. There shall be a minimum of 30 calendar days between observations, unless otherwise mutually agreed or if extenuating circumstances exist.

6. In the event that an administrator(s) fails to observe evidence of pedagogy in one or more element of Domain 2 or 3 of the Rubric, or if there has been a procedurally defective observation (e.g. observation was shortened due to an emergency, fire drill other extenuating

circumstance) which the Teacher has not agreed to waive in writing, the administrator shall conduct a follow-up announced observation specifically for the purpose of reviewing the Teacher's performance in those areas previously not observed.

7. With respect to an unannounced observation, a Teacher shall be advised by e-mail or other written communication that the same will take place within a period of 15 school days.

8. In the event that a Teacher has received an ineffective rating in any Element based on the findings of an announced observation, the evaluator shall meet with the Teacher to discuss expectations for the unannounced observation.

9. In the event that a Teacher receives an ineffective or developing rating in any Element observed during an announced or an unannounced observation, the Administrator shall provide suggestions for improvement within the Administrator's comments based upon the evidence collected.

10. All announced observations shall culminate in a post-observation conference and a draft written observation report within fifteen (15) school days after the announced observation takes place, absent extenuating circumstances. An unannounced observation shall only culminate in a post-observation conference in the event that the same is requested by either party, but the Administrator shall still provide a written observation report within fifteen (15) school days after the unannounced observation takes place.

11. For observations that result in post-observations conferences pursuant to paragraph "9" above, reasonable efforts shall be made to provide the Teacher with a copy of the final written observation report within fifteen (15) school days after the post-observation conference.

12. The Lead Evaluator responsible for completing each Teacher's Final Summative Evaluation shall perform at least one of the observations (announced or unannounced).

13. In determining whether an Element shall be given a rating of H, E, D, or I, on a Teacher's final summative evaluation the following rules shall govern:

a. The ratings observed during the course of that school year shall be averaged for each Element in the rubric if the ratings received by the Teacher are not adjacent to each other (e.g. two separate ratings of "developing" and "highly effective" shall be averaged at a final rating of "effective").

b. If a higher rating is evidenced after the first observation, and the ratings received are adjacent to each other (e.g. a developing rating followed by an effective rating) the higher rating shall be the Final Summative Evaluation rating.

c. If the lower rating is evidenced after the first observation and the Lead Evaluator has determined he/she would not grant the teacher the higher rating of two that are adjacent to each other, then there shall be an additional announced observation conducted prior to determining the appropriate rating for the Final Summative Evaluation. The duration of the additional announced observation shall be mutually agreed upon by the Lead Evaluator and the Teacher.

14. The observation procedures set forth above shall be grievable pursuant to article 5 of the parties Collectively Negotiated Agreement.

The uploaded Danielson Rubric identified as 2013-14 shall apply to those years and all subsequent years.

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

<assets/survey-uploads/12179/572621-eka9yMJ855/Danielson Rubric.pdf>

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 performing at this level are master teachers and contribute to the community of learners both in and outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education. These classrooms are models of self direction on the part of the students

	and appear to be effortless. In no instance will rounding rules cause a teacher to move into another performance category.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective teachers clearly understand the concepts of the components of the rubric and are able to implement each of the domains well. They demonstrate knowledge of their content, their students, and the curriculum and have a wide range of strategies and activities to engage their students. There is evidence that they are continually striving to improve their practice. In no instance will rounding rules cause a teacher to move into another performance category.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers demonstrate limited understanding of the concepts of the components of the rubric and inconsistently implement each of the domains. These teachers are developing a firm grasp of their content, their students, and the curriculum. They have a limited range of strategies and activities to engage their students. These teacher may become effective with additional readings, discussions, classrooms visits, and experience with a master teacher (mentor). In no instance will rounding rules cause a teacher to move into another performance category.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers lack an understanding of the concepts of the components of the rubrics and do not implement each of the domains. These teachers fail to demonstrate a knowledge of their content, their students, and the curriculum. Students appear disinterested and not engaged in the learning in the classroom. Assistance in fundamental pedagogical practices needs to be provided for these teachers to improve. In no instance will rounding rules cause a teacher to move into another performance category.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

- 
- Both
-

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

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- Both
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 19, 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, August 23, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/12193/572623-Df0w3Xx5v6/APPR TIP Plan Form.pdf](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### APPEALS PROCESS

1. General Appeals Process:

A. A tenured teacher who receives an ineffective Composite APPR rating or a developing Composite APPR rating, having also received a developing or ineffective rating on his/her Local 60 points allocation, or a probationary teacher who receives an ineffective Composite APPR rating shall be entitled to appeal his/her Composite APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess a district-wide administrative Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he/she shall not hear the appeal. While an appeal may not be commenced until the Teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Local 20 Points allocation with the Lead Evaluator who completed it prior to the issuance of the composite APPR rating.

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

C. An appeal of an APPR evaluation or a TIP must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP and failure to appeal the TIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent's administrative designee shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding and shall not be subject to review for the purposes of this Appeal. In the event that the decision is not made within the timeframe set forth in this paragraph, the appeal shall be sustained.

E. The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law.

2. Optional Appeals Process for a tenured teacher who has received a second consecutive ineffective APPR composite rating: [as referenced in section 6.3]

A. Notwithstanding Paragraphs 1(A) through (D) above, in the event that a tenured teacher has received two consecutive ineffective Composite APPR ratings pursuant to Section 3012-c, the appeal shall be made within the timeframe set forth in Section 1(C) above, to one of the four agreed upon arbitrators [Note 1 – see below] selected on a rotating basis, based on order and reasonable timeframe of availability, who shall make a final and binding decision upon the appeal of the APPR composite evaluation and/or TIP on an expedited basis, within forty-five (45) calendar days of the filing of the written appeal. The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher and administration prior to rendering a decision.

B. In order to take advantage of the procedure outlined in paragraph 2(A) above, the tenured teacher must consent to the use of one of the above-named arbitrators. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

Note 1 [see section 2(A) above]: The parties have agreed upon the following four arbitrators: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Sheila Cole. In the event any of the named arbitrators are no longer serving in such capacity or are otherwise unavailable, the parties shall mutually agree upon alternative named arbitrators.

Please see attached document titled "Appendix - Appeal."

## 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.

To assure that the Catskill Central School District's lead evaluators are fully trained and highly qualified to evaluate teachers, the entire administrative team (including principals, assistant principal, directors and superintendent) will attend the three day recertification training for Lead Evaluators at the Questar III BOCES.

In addition, a Questar Consultant/Admin. Coach worked side by side with administrators to collect evidence based data, remove bias, conduct pre-observation conferences and post-observation conferences. There were discussion groups as well as classroom observation DVDs to increase expertise with evidence-based observations and inter-rater reliability. These sessions were the equivalent of ten (10) days of training.

The district has purchased Danielson Teachscape and has completed the Danielson Teachscape Course:

Each part of the Proficiency System includes master-scored videos at all levels of performance.

1. Framework for Teaching—Observer Training
2. Framework for Teaching—Scoring Practice
3. Framework for Teaching—Proficiency Test

Over 100 master-scored videos for training and assessment

With over 100 web-based master-scored videos, the Framework for Teaching Proficiency System focuses on the practical application of Charlotte Danielson's New Framework for Teaching Evaluation Instrument to observational evaluation. The Framework for Teaching Proficiency System develops the skills and expertise of observers so they can make better judgments of teaching practice. Framework for Teaching—Observer Training includes eleven online professional development modules that prepare observers to deliver accurate and reliable evaluations of classroom teaching. Observer Training modules are designed for flexible use and can be used for self-paced, self-guided learning or as part of facilitated learning groups. Training topics include:

- The research and rationale behind the New Framework for Teaching Evaluation Instrument
- How to effectively conduct observations using the in-class observable domains of the New Framework for Teaching Evaluation Instrument
- Bias-awareness training to minimize the effects of observer bias

Scoring Practice

Framework for Teaching—Scoring Practice prepares observers for real-world classroom observations by allowing them to practice their observation skills using master-scored classroom videos. In Scoring Practice an observer:

- Views online videos of real classrooms
- Scores the videos using the New Framework for Teaching Evaluation Instrument
- Receives feedback and compares his or her scores with the master scores assigned by an expert Proficiency Test developed in partnership with Charlotte Danielson and ETS, the Framework for Teaching—Proficiency Test is a rigorous next-generation assessment that uses innovative video-based items to assess the ability of observers to accurately evaluate teaching practice using Charlotte Danielson's New Framework for Teaching Evaluation Instrument.

The process to certify and re-certify lead evaluators will include continued training, annually, through Questar III BOCES, as well as the Danielson Teachscape software professional development module as well as a component to ensure inter-rater reliability.

## 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

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• Checked

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## 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 Tuesday, July 30, 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):

PK-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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.

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <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 Thursday, August 29, 2013

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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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Pre-K to 5	(d) measures used by district for teacher evaluation	STAR Early Literacy/STAR Reading Enterprise
6 to 8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
9 to 12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The parties agree to use STAR Early Literacy and STAR Reading Enterprise to measure student growth for the Grades K-5 Building Principal. The parties agree to use STAR Reading Enterprise to measure student growth for the Grades 6-8 and Grades 9-12 Building Principals. Each building configuration is using a school-wide measure from all students at each grade level.</p> <p>The baseline assessment shall be administered no later than October 15 and student growth will be measured by comparing student performance on the baseline assessment to student performance on the final assessment administered during the month of May taking into consideration State testing schedules. The scoring methodology set forth in Appendix 4 attached in 8.1 shall be used for computing unit members' local 15/20 Point</p>
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scores, as applicable. Computation of growth scores shall be premised upon a building wide goal setting process working towards the common goal of enhancing literacy of all students within each building.

The Grades K-5, 6-8 and 9-12 building principals shall receive growth scores, respectively, based upon the percentage of students in each building that meet their growth targets. Individual student growth targets shall be established annually after analysis of baseline data by each school building data team (comprised of teachers and administrators), in collaboration with the District-level team (Success for All). Points shall be assigned based upon the percentage of students in the building who meet or exceed their growth targets. Scales that articulate all points that may be earned (0-15) or (0-20) are uploaded in Appendix 4 attached in Section 8.1.

For the purposes of arriving at the building-wide score for the Grades K-5 Building Principal, the percentage of students that show growth as defined above on the STAR Early Literacy Enterprise assessment and STAR Reading Enterprise assessment will be aggregated to arrive at the local 15 point score.

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

See upload in 8.1

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

See upload in 8.1

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

See upload in 8.1

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

See upload in 8.1

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/12190/572625-qBFVOWF7fC/APPENDIX 4 - Local 15\_Local 20 Measure of Student Growth Principals.pdf

## 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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Not Applicable		Not Applicable

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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.

After determining the percentage of students in each building who meet or exceed their growth targets in each building, 1 point will be added to the building-wide score if as of May 1st, 40-59.9% of the students in the building are eligible for Free or Reduced Lunch, and 2 points will be added to the building-wide score if as of May 1st, 60% or more of the students in the building are eligible for a Free or Reduced Lunch. If less than 40% of the students in the building are eligible for a Free or Reduced Lunch as of May 1st, then no points shall be added to the building-wide score. In no case will a principal's HEDI score be increased by more than two points. If the building wide score is zero (0) no additional points will be added to the building wide score and in no instance will a score exceed 20 points.

The parties agreed upon this measure because of the correlation between student performance and socioeconomic status. The socioeconomic status of the Districts' student population is determined by factors outside the District's control.

### 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.

For the purposes of arriving at the building-wide score for the Grades K-5 Building Principal, the percentage of students in the building that meet or exceed their growth targets as defined above on the STAR Early Literacy Enterprise assessment and STAR Reading Enterprise assessment will be aggregated to arrive at the local 15/20 point score.

### 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, August 27, 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.

Marshall's Principal Evaluation Rubric

(No response)

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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)
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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)
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### 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)
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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)
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9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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### 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)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
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K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
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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)
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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.

Allocation to be used for the final summative evaluation among the following six Domains contained within the agreed-upon principal practice rubric:

Domain "A": Diagnosis and Planning – 10 Points, with 1 Point allocated to each element (the use of "element" in this entire section refers to "sub-domain")

Domain "B": Priority Management and Communication – 10 Points, with 1 Point allocated to each element

Domain "C": Curriculum and Data – 10 Points, with 1 Point allocated to each element

Domain "D": Supervision, Evaluation and Professional Development – 10 Points, with 1 Point allocated to each element

Domain "E": Discipline and Family Involvement – 10 Points, with 1 Point allocated to each element

Domain "F": Management and External Relations – 10 Points, with 1 Point allocated to each element

The Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology within the sub-domains "a" through "j" in each of the six above-noted Domains:

1. A "Highly Effective" rating shall receive 100% of the total point value for the element.
2. An "Effective" rating shall receive 96% of the total point value for the element.
3. A "Developing" rating (which coincides with "Improvement Necessary" on the Marshall Rubric) shall receive 88% of the total point value for that element.
4. An "Ineffective" rating (which coincides with "Does Not Meet Standards" on the Marshall Rubric) shall receive no points for each element.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. In no instance will rounding rules cause a principal to move into another performance category.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the element values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a Principal who receives an “effective” on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated “effective” range (of 75-90).

The parties have agreed to the following procedures for observations:

For tenured building principals, there shall be a minimum of one announced supervisory visit and at least two unannounced supervisory visits per year.

For probationary building principals, there shall be a minimum of two announced supervisory visits and at least two unannounced supervisory visits per year.

The Superintendent and the Principal shall discuss expectation for the announced supervisory visits prior to their occurrences. The mid-year status conference for tenured building principals and for probationary building principals, if applicable to the latter, shall be comprised of an in-person conference with the Superintendent where the parties shall together identify Domains in which evidence is lacking. The conference shall culminate in written feedback to the building principal.

The first supervisory visit shall take place prior to the mid-year status conference.

Based upon the preponderance of the evidence observed throughout the school year during the multiple supervisory visits, a single HEDI rating shall be provided for each of the elements contained within the six (6) Domains of the agreed upon Rubric.

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

[assets/survey-uploads/12205/572626-pMADJ4gk6R/APPR Principal Local 60 Point Allocation 2013-2014.pdf](#)

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.	A “Highly Effective” rating shall receive 100% of the total point value for each element. In no instance will rounding rules cause a principal to move into another performance category.
Effective: Overall performance and results meet standards.	An “Effective” rating shall receive 96% of the total point value for each element. In no instance will rounding rules cause a principal to move into another performance category.
Developing: Overall performance and results need improvement in order to meet standards.	A “Developing” rating (which coincides with “Improvement Necessary” on the Marshall Rubric) shall receive 88% of the total point value for each element. In no instance will rounding rules cause a principal to move into another performance category.
Ineffective: Overall performance and results do not meet standards.	An “Ineffective” rating (which coincides with “Does Not Meet Standards” on the Marshall Rubric) shall receive no points. In no instance will rounding rules cause a principal to move into another performance category.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, July 30, 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	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

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 Friday, August 23, 2013

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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/12168/572628-Df0w3Xx5v6/APPENDIX 5 - Principal Improvement Plan.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

## APPEALS PROCESS:

WHEREAS, the parties have mutually agreed to the following timely and expeditious appeals process, to be incorporated into the District's APPR Plan Document for principals covered by Education Law §3012-c and Part 30-2 Regents Rules:

### 1. Appeals Process:

The parties understand that pursuant to Education Law Section 3012-c, the Appeals Process must be timely and expeditious. Consequently, the parties have agreed to the Appeals Process set forth below.

- A. Any principal who receives an "ineffective" rating on his/her annual composite APPR or a tenured principal who receives a "developing" composite APPR rating, having also received a rating at or below "developing" on the Local 60 Points, shall be entitled to appeal his/her annual APPR rating.
- B. An appeal of a composite APPR evaluation or a PIP must be commenced within ten (10) business days of the presentation of the APPR composite rating to the principal or else the right to appeal shall be deemed waived in all regards. In the case of a PIP appeal, there shall be a second ten (10) business day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the tenth (10th) business day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. A PIP will be appealed directly to the Superintendent.
- C. The first step of the Appeals process shall be an informal in-person conference between the Superintendent and the Principal, and the same shall take place within ten (10) business days of the building principal's receipt of his/her APPR Composite Rating. At this meeting, the Principal and the Superintendent shall discuss the contents of the APPR, and the Superintendent shall orally indicate at the end of the meeting whether or not adjustments will be made to the APPR Composite Score.
- D. In the event that the Principal is dissatisfied with the outcome of the meeting with the Superintendent, within ten (10) business days of informal conference, he/she may submit a formal written appeal based upon a paper submission to the Superintendent, who shall be trained in accordance with the requirements of the statute and regulations.
- E. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
- F. The Superintendent shall respond to the merits of the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within ten (10) business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law. In the event that the decision is not made within the timeframe set forth in this paragraph, the appeal shall be sustained.

### 2. Optional Appeals Process for a tenured principal who has received a second consecutive ineffective APPR composite rating:

- A. Notwithstanding Paragraphs 1(A) through (D) above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings pursuant to Section 3012-c, the appeal shall be made, within the timeframe set forth in paragraph 1(E) above, to one of the four agreed upon arbitrators [see Note 1 below] selected on a rotating basis, based on order and reasonable timeframe of availability, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or PIP within 45 days of receipt of the written appeal. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. The cost of the Arbitrator for the purposes of appeal under this section shall be borne equally by the appealing tenured principal and the district.
- B. In order to take advantage of the procedure outlined in paragraph 2(A) above, the tenured principal must consent to the use of one of the above-named arbitrators. If the tenured principal is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

Note 1: [see 2A above] - The parties agree to the following arbitrators: Sheila Cole, Louis Patack, Dennis Campagna, and Jeffrey Selchick. In the event any of these arbitrators are no longer serving in such capacity or are otherwise unavailable, the parties shall mutually agree upon alternative named arbitrators.

Please see attached document titled "Appendix - Appeal."

## 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.

To assure that the Catskill Central School District's lead evaluators are fully trained and highly qualified to evaluate teachers, the entire administrative team (including principals, assistant principal, directors and superintendent) will attend the three day recertification training for Lead Evaluators at the Questar III BOCES.

In addition, a Questar Consultant/Admin. Coach worked side by side with administrators to collect evidence based data, remove bias, conduct pre-observation conferences and post-observation conferences. There were discussion groups as well as classroom observation DVDs to increase expertise with evidence-based observations and inter-rater reliability. These sessions were the equivalent of ten (10) days of training.

The district has purchased Danielson Teachscape and has completed the Danielson Teachscape Course:

Each part of the Proficiency System includes master-scored videos at all levels of performance.

1. Framework for Teaching—Observer Training
2. Framework for Teaching—Scoring Practice
3. Framework for Teaching—Proficiency Test

Over 100 master-scored videos for training and assessment

With over 100 web-based master-scored videos, the Framework for Teaching Proficiency System focuses on the practical application of Charlotte Danielson's New Framework for Teaching Evaluation Instrument to observational evaluation. The Framework for Teaching Proficiency System develops the skills and expertise of observers so they can make better judgments of teaching practice. Framework for Teaching—Observer Training includes eleven online professional development modules that prepare observers to deliver accurate and reliable evaluations of classroom teaching. Observer Training modules are designed for flexible use and can be used for self-paced, self-guided learning or as part of facilitated learning groups. Training topics include:

- The research and rationale behind the New Framework for Teaching Evaluation Instrument
  - How to effectively conduct observations using the in-class observable domains of the New Framework for Teaching Evaluation Instrument
  - Bias-awareness training to minimize the effects of observer bias
- Scoring Practice

Framework for Teaching—Scoring Practice prepares observers for real-world classroom observations by allowing them to practice their observation skills using master-scored classroom videos. In Scoring Practice an observer:

- Views online videos of real classrooms
- Scores the videos using the New Framework for Teaching Evaluation Instrument
- Receives feedback and compares his or her scores with the master scores assigned by an expert Proficiency Test developed in partnership with Charlotte Danielson and ETS, the Framework for Teaching—Proficiency Test is a rigorous next-generation assessment that uses innovative video-based items to assess the ability of observers to accurately evaluate teaching practice using Charlotte Danielson's New Framework for Teaching Evaluation Instrument.

The process to certify and re-certify lead evaluators will include continued training, annually, through Questar III BOCES, as well as the Danielson Teachscape software professional development module as well as a component to ensure inter-rater reliability.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
---	---------

11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
--	---------

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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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/12158/572629-3Uqgn5g9Iu/District Certification Form 8\\_29\\_13\\_1.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.

**APPENDIX 1**  
**State 20 Measure of Student Growth**  
**Elementary, Middle, and High School Principals and Teachers**

**NOTE:** Principal's/Teacher's State 20% measure will be based on the percentage of students meeting the "YES" growth target range from their pre to post performance [Please See Appendix 2 for Charts]. The percentage of students who meet the "YES" target will be used on Appendix 1 to assign HEDI Points. Example: If 87% of a teacher's students fall in the "YES" range on Appendix 2, he/she would receive 17 points from the HEDI scale in Appendix 1. Principals' ratings will come from the percentage of students in the building achieving the targets in Appendix 2.

<b>% of students in a teacher's class who meet or exceed the Growth Target for the class (if an SLO is used) or % of students showing growth between the administration of the baseline and end of year assessments</b>	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-23				1
24-27				2
28-30			3	
31-33			4	
34-37			5	
38-40			6	
41-44			7	
45-50			8	
51-54		9		
55-59		10		
60-63		11		
64-68		12		
69-72		13		
73-77		14		
78-81		15		
82-85		16		
86-89		17		
90-93	18			
94-97	19			
98-100	20			

**APPENDIX 2**

**Chart for State Growth Percentage – Teachers and Principals**

**NOTE:** Principal’s/Teacher’s State 20% measure will be based on the percentage of students meeting the “YES” growth target range from their pre to post performance. The percentage of students who meet the “YES” target will be used on Appendix 1 above to assign HEDI Points. Example: If 87% of a teacher’s students fall in the “YES” range on Appendix 2, he/she would receive 17 points from the HEDI scale in Appendix 1. Principals’ ratings will come from the percentage of students in the building achieving the targets in Appendix 2.

[Please See Appendix 1 for HEDI Ratings]

**Chart for District Developed and Questar III Developed Assessments for Percentage Correct**

	<i>Post-Test Results</i>					
		<i>0-20</i>	<i>21-40</i>	<i>41-60</i>	<i>61-80</i>	<i>81-100</i>
<i>Pre-Test Results</i>	<i>0-20</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>	<i>YES</i>	<i>YES</i>
	<i>21-40</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>	<i>YES</i>
	<i>41-60</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>
	<i>61-80</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>
	<i>81-100</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>

**Chart for NYS Regents Exams for Points Earned on the Exam**

	<i>Post-Test Results</i>					
		<i>0-20</i>	<i>21-40</i>	<i>41-60</i>	<i>61-80</i>	<i>81-100</i>
<i>Pre-Test Results</i>	<i>0-20</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>	<i>YES</i>	<i>YES</i>
	<i>21-40</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>	<i>YES</i>
	<i>41-60</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>
	<i>61-80</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>
	<i>81-100</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>

**Chart for NYSTP 3-8 Exams**

	<i>Post-Test Results</i>				
		<i>Level 1</i>	<i>Level 2</i>	<i>Level3</i>	<i>Level 4</i>
<i>Pre-Test Results</i>	<i>Level 1</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>	<i>YES</i>
	<i>Level 2</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>
	<i>Level 3</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>
	<i>Level 4</i>	<i>NO</i>	<i>NO</i>	<i>YES</i>	<i>YES</i>

### APPENDIX 3

**TABLE 1**

**Local 15 Point Measure of Student Growth  
All Measure Growth and Growth Measures are School-Wide and Not Teacher Specific**

**(For ALL Grade Levels and Subject Areas with State Provided Value-Added Growth Measures)**

Percentage of students within the building who meet or exceed their growth target	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-23				1
24-27				2
28-31			3	
32-35			4	
36-39			5	
40-45			6	
46-50			7	
51-52		8		
53-56		9		
57-60		10		
61-66		11		
67-74		12		
75-86		13		
87-92	14			
93-100	15			

APPENDIX 3 (Continued)

TABLE 2

Local 20 Point Measure of Student Growth  
All Measure Growth and Growth Measures are School-Wide and Not Teacher Specific

Percentage of students in the building who meet or exceed their growth target	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-23				1
24-27				2
28-30			3	
31-33			4	
34-37			5	
38-40			6	
41-44			7	
45-50			8	
51-54		9		
55-59		10		
60-63		11		
64-68		12		
69-72		13		
73-77		14		
78-81		15		
82-85		16		
86-89		17		
90-93	18			
94-97	19			
98-100	20			

### APPENDIX 3

**TABLE 1**

**Local 15 Point Measure of Student Growth  
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0-20				0
21-23				1
24-27				2
28-31			3	
32-35			4	
36-39			5	
40-45			6	
46-50			7	
51-52		8		
53-56		9		
57-60		10		
61-66		11		
67-74		12		
75-86		13		
87-92	14			
93-100	15			

APPENDIX 3 (Continued)

TABLE 2

Local 20 Point Measure of Student Growth  
All Measure Growth and Growth Measures are School-Wide and Not Teacher Specific

Percentage of students in the building who meet or exceed their growth target	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-23				1
24-27				2
28-30			3	
31-33			4	
34-37			5	
38-40			6	
41-44			7	
45-50			8	
51-54		9		
55-59		10		
60-63		11		
64-68		12		
69-72		13		
73-77		14		
78-81		15		
82-85		16		
86-89		17		
90-93	18			
94-97	19			
98-100	20			

# APPR - Teacher Evaluation

## Local 60 Points Calculation Spreadsheet - Catskill Central School District 2013-14

With Sample Point Allocation Input

	Administrator Entry = H,E,D or I	=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing= 88%	Ineffective = 0%	
1a	E	1.92	2.00	17%	2.00	1.92	1.76	0.00	
1b	E	1.92	2.00	17%	2.00	1.92	1.76	0.00	
1c	H	2.00	2.00	17%	2.00	1.92	1.76	0.00	
1d	D	1.76	2.00	17%	2.00	1.92	1.76	0.00	
1e	E	1.92	2.00	17%	2.00	1.92	1.76	0.00	
1f	E	1.92	2.00	17%	2.00	1.92	1.76	0.00	
				<b>12</b>	<b>20%</b>				
2a	E	2.88	3.00	19%	3.00	2.88	2.64	0.00	
2b	E	2.88	3.00	19%	3.00	2.88	2.64	0.00	
2c	H	4.00	4.00	25%	4.00	3.84	3.52	0.00	
2d	E	2.88	3.00	19%	3.00	2.88	2.64	0.00	
2e	E	2.88	3.00	19%	3.00	2.88	2.64	0.00	
				<b>16</b>	<b>27%</b>				
3a	E	2.88	3.00	20%	3.00	2.88	2.64	0.00	
3b	H	3.00	3.00	20%	3.00	2.88	2.64	0.00	
3c	H	4.00	4.00	27%	4.00	3.84	3.52	0.00	
3d	E	2.88	3.00	20%	3.00	2.88	2.64	0.00	
3e	E	1.92	2.00	13%	2.00	1.92	1.76	0.00	
				<b>15</b>	<b>25%</b>				
4a	E	3.84	4.00	24%	4.00	3.84	3.52	0.00	
4b	H	4.00	4.00	24%	4.00	3.84	3.52	0.00	
4c	D	2.64	3.00	18%	3.00	2.88	2.64	0.00	
4d	E	2.40	2.50	15%	2.50	2.40	2.20	0.00	
4e	H	2.00	2.00	12%	2.00	1.92	1.76	0.00	
4f	I	0.00	1.50	9%	1.50	1.44	1.32	0.00	
				<b>17</b>	<b>28%</b>				
<b>Raw Score</b>		<b>56.52</b>	<b>60.00</b>	<b>60</b>	<b>100%</b>	<b>60.00</b>	<b>57.60</b>	<b>52.80</b>	<b>0.00</b>
<b>Final Total</b>		<b>E</b>	<b>57.00</b>						

HEDI BANDS		
0-49	0.00	I
	49.00	I
50-56	50.00	D
	56.00	D
57-58	57.00	E
	58.00	E
59-60	59.00	H
	60.00	H

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

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**TEACHER IMPROVEMENT PLAN FOR TEACHERS SUBJECT TO SECTION 3012-c OF THE EDUCATION LAW AND PART 30-2  
OF THE REGENTS RULES**

(For a teacher who is rated ineffective or developing on his/her composite APPR Evaluation)

<b>(1) AREA(S) IN NEED OF IMPROVEMENT</b>	<b>(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT</b>	<b>(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT</b>	<b>(4) MANNER OF ASSESSMENT OF IMPROVEMENT</b>

--	--	--	--

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

\_\_\_\_\_  
**Date**

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

\_\_\_\_\_  
**Date**

**Date of Completion (if applicable)**  **Completed**  
 **Not Completed**

\_\_\_\_\_  
**Date**

**Teacher initials below:**

\_\_\_\_ **Yes: Please send a copy of this TIP to the CTA President; or**

\_\_\_\_ **No: I do not want a copy of this TIP sent to the CTA President**

APPENDIX 4

Local 15 Point Measure of Student Growth for Grades K-5, 6-8, and 9-12 Building Principals

(To be Used upon the Introduction of State Provided Value-Added Growth Measures)

Percentage of students within the building who maintain or advance their Benchmark Category	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-23				1
24-27				2
28-31			3	
32-35			4	
36-39			5	
40-45			6	
46-50			7	
51-52		8		
53-56		9		
57-60		10		
61-66		11		
67-74		12		
75-86		13		
87-92	14			
93-100	15			

APPENDIX 4 (con't)

Local 20 Point Measure of Student Growth for Grades K-5, 6-8, and 9-12 Building Principals

(To be Used if there is No Introduction of State Provided Value-Added Growth Measures)

Percentage of students within the building who maintain or advance their Benchmark Category	Highly Effective	Effective	Developing	Ineffective
0-20				0
21-23				1
24-27				2
28-30			3	
31-33			4	
34-37			5	
38-40			6	
41-44			7	
45-50			8	
51-54		9		
55-59		10		
60-63		11		
64-68		12		
69-72		13		
73-77		14		
78-81		15		
82-85		16		
86-89		17		
90-93	18			
94-97	19			
98-100	20			

**ATTACHMENT "1": APPR - Principal Evaluation**  
**Local 60 Points Calculation Spreadsheet - Catskill Central School District**

Administrator Entry = H,E,D or I			=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing= 88%	Ineffective = 0%
Domain A									
a	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
b	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
c	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
d	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
e	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
f	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
g	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
h	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
i	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
j	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
				<b>10</b>	<b>17%</b>				
Domain B									
a	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
b	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
c	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
d	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
e	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
f	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
g	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
h	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
i	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
j	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
				<b>10.00</b>	<b>17%</b>				
Domain C									
a	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
b	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
c	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
d	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
e	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
f	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
g	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
h	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
i	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
j	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
				<b>10.00</b>	<b>17%</b>				
Domain D									
a	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
b	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
c	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
d	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
e	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
f	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
g	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
h	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
i	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
j	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
				<b>10.00</b>	<b>17%</b>				
Domain E									
a	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
b	I	0.00	1.00	10%	1.00	0.96	0.88	0.00	
c	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
d	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
e	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
f	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
g	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
h	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
i	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
j	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
				<b>10.00</b>	<b>17%</b>				
Domain F									
a	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
b	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
c	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
d	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
e	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
f	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
g	H	1.00	1.00	10%	1.00	0.96	0.88	0.00	
h	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
i	D	0.88	1.00	10%	1.00	0.96	0.88	0.00	
j	E	0.96	1.00	10%	1.00	0.96	0.88	0.00	
				<b>10</b>	<b>17%</b>				
<b>Raw Score*</b>			<b>56.52</b>						
<b>Total</b>			<b>E</b>	<b>57.00</b>					
			<b>60.00</b>	<b>60</b>	<b>100%</b>	<b>60.00</b>	<b>57.60</b>	<b>52.80</b>	<b>0.00</b>

FLEET BANDS - Locality Negotiated Ranges		
0-47	0.00	I
	47.00	I
48-56	48.00	D
	56.00	D
57-58	57.00	E
	58.00	E
59-60	59.00	H
	60.00	H

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

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**APPENDIX 5 – PRINCIPAL IMPROVEMENT PLAN**

<b>(1) AREA(S) IN NEED OF IMPROVEMENT</b>	<b>(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT</b>	<b>(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT</b>	<b>(4) MANNER OF ASSESSMENT OF IMPROVEMENT</b>

**Upon final evaluation at the terminal date of the PIP, the following has been determined:**

- PIP Completed      Date of PIP Completion (if applicable) \_\_\_\_\_  
 PIP Not Completed

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

Created Tuesday, August 21, 2012

Updated Wednesday, October 31, 2012

## Page 1

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

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

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

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

PK-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

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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/5581/168494-3Uqgn5g9Iu/District Certification Form 10\\_26\\_12.pdf](#)

### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

# 9. Other Measures of Effectiveness (Principals)

Created Monday, September 10, 2012  
Updated Wednesday, October 31, 2012

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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.

*Marshall's Principal Evaluation Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(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.

*Allocation to be used for the final summative evaluation for the 2012-13 school years among the following six Domains contained within the agreed-upon principal practice rubric:*

*Domain "A": Diagnosis and Planning – 10 Points, with 1 Point allocated to each sub-domain*

*Domain "B": Priority Management and Communication – 10 Points, with 1 Point allocated to each sub-domain*

*Domain "C": Curriculum and Data – 10 Points, with 1 Point allocated to each sub-domain*

*Domain "D": Supervision, Evaluation and Professional Development – 10 Points, with 1 Point allocated to each sub-domain*

*Domain "E": Discipline and Family Involvement – 10 Points, with 1 Point allocated to each sub-domain*

*Domain "F": Management and External Relations – 10 Points, with 1 Point allocated to each sub-domain*

*The Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology within the sub-domains "a" through "j" in each of the six above-noted Domains:*

*1. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.*

*2. An "Effective" rating shall receive 95% of the total point value for the sub-domain.*

*3. A "Developing" rating (which coincides with "Improvement Necessary" on the Marshall Rubric) shall receive 80% of the total point value for that sub-domain.*

*4. An "Ineffective" rating (which coincides with "Does Not Meet Standards" on the Marshall Rubric) shall receive no points.*

*The HEDI band ranges set forth below and the point computation methodology set forth above are Subject to reexamination after its implementation of HEDI Band Ranges and Points allocation after their implementation for the 2012-13 school year in the event that the State makes changes to its composite scoring bands or local point ranges.*

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

*This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a Principal who receives an "effective" on the Local 20, the State 20 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).*

*The Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-13 and 2013-14 school years:*

*Rating Point Range*

*Highly Effective 59-60*

Effective 55-58  
 Developing 46-54  
 Ineffective 0-45

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.	A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.
Effective: Overall performance and results meet standards.	An "Effective" rating shall receive 95% of the total point value for the sub-domain.
Developing: Overall performance and results need improvement in order to meet standards.	A "Developing" rating (which coincides with "Improvement Necessary" on the Marshall Rubric) shall receive 80% of the total point value for that sub-domain.
Ineffective: Overall performance and results do not meet standards.	An "Ineffective" rating (which coincides with "Does Not Meet Standards" on the Marshall Rubric) shall receive no points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	46-54
Ineffective	0-45

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

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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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Pre-K to 5	(d) measures used by district for teacher evaluation	Terra Nova 3
6 to 8	(d) measures used by district for teacher evaluation	Questar III BOCES Developed ELA and Math Assessments for Grades 6-8
9 to 12	(e) 4, 5, and/or 6-year high school graduation and/or dropout rates	4-Year Graduation Rate

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.	For the High School Principal, the parties agree to use the total percentage of students reported as high school graduate completers as published in the annual school report card as a
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measure of student achievement for the 2012-13 school year. Points (0-20) shall be allocated in accordance with Appendix 2 attached; provided, however in the event that the State issues a Value-Added growth score for high school principals for the 2012-13 school year, then the Points (0-15) shall be allocated in accordance with Appendix 1 attached.

For the 2012-13 school year, the parties agree to use to measure student growth for the Middle School principal based upon the Questar III ELA and Math assessments, which shall be given no later than October 15, 2012 for the baseline assessment. The second administration of the Questar III ELA and Math assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The Point allocations for the Questar III assessment are delineated in Appendices 1 and 2 attached. Appendix 2 accounts for the Local 20 measure of student growth and Appendix 1 delineates the Local 15 Point distribution which shall become effective upon the State's introduction of its value-added growth model for the Middle School Principal. Growth shall be measured based upon the percentage of students showing growth as measured by an increase in the scaled score between the fall and spring administrations.

For the Elementary School Principal for the 2012-13 the parties agree to use the TerraNova3 as a Growth Model based upon the results of the Students in the building on the ELA and Math Assessment, or the ELA and Math subcomponent of TerraNova3 Common Core assessments at each grade level, if available, will be used for Grades K-6, wherever available for these grade levels as the local 20/15 Assessment. Appendix 2 shall also be used to measure student growth for the Elementary School Principal, and Appendix 1 delineates the Local 15 Point distribution which shall become effective upon the State's introduction of its value-added growth model for the Elementary School Principal.

The first administration of the TerraNova3 assessments shall be given no later than October 15, 2012 to establish the baseline measure. The second administration of the TerraNova3 assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. Growth shall be measured based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level; provided, however, for students that fall within the first Stanine and for Kindergarten students, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of TerraNova3.

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

MS/Elem. Principals- 87-100% will meet the target. Results are well-above District adopted expectations for achievement for the grade level.

HS Principal 85-100% will meet the target. Results are well-above District adopted expectations for achievement for the grade level.

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

MS/Elem. Principals- 51-86% will meet the target. Results meet the District adopted expectations for achievement for the grade level.

HS Principal - 64-84% will meet the target. Results meet the

District adopted expectations for achievement for the grade level.

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

MS/Elem. Principals- 28-50% will not meet the target. Results are below the District adopted expectations for achievement for the grade level

HS Principal - 51-63% will no meet the target. Results are below the District adopted expectations for achievement for the grade level.

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

MS/Elem. Principals- 0-27% will not meet the target. Results are well-below the District adopted expectations for achievement for the grade level.

HS Principal - 0-50% will not meet the target. Results are well-below District adopted expectations for achievement for the grade level.

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.

(No response)

## 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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Not Applicable		Not Applicable

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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.

assets/survey-uploads/5366/165612-T8MIGWUVm1/Principal Local 15\_20 Chart.pdf

### 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.

In setting targets for 3rd party assessments and locally developed measures, teachers in collaboration with the school principal, will consider student prior academic history, students with disabilities, and English language learners by reviewing student data and setting targets accordingly. The District's educational philosophy is based on providing all students equitable opportunities to maximize their learning by recognizing and factoring in the various strengths and needs of students based on their unique characteristics and backgrounds. Needs notwithstanding, the district's expectations are based on high standards and rigor for all students. The district has created criteria for the approval of the SLO that reflect these high standards for all students.

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

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 11. Additional Requirements - Principals

Created Monday, September 17, 2012

Updated Tuesday, October 23, 2012

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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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/178234-Df0w3Xx5v6/PIP Form\\_1.pdf](assets/survey-uploads/5276/178234-Df0w3Xx5v6/PIP Form_1.pdf)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *APPEALS PROCESS:*

*WHEREAS, the parties have mutually agreed to the following timely and expeditious appeals process, to be incorporated into the District's APPR Plan Document for principals covered by Education Law §3012-c and Part 30-2 Regents Rules for the 2012-13 and 2013-14 school years, said appeals process sunseting, becoming null and void in all regards, effective after its implementation for the 2013-14 school year:*

## *1. Appeals Process:*

*The parties understand that pursuant to Education Law Section 3012-c, the Appeals Process must be timely and expeditious. Consequently, the parties have agreed to the Appeals Process set forth below.*

*A. Any principal who receives an "ineffective" rating on his/her annual composite APPR or a tenured principal who receives a "developing" composite APPR rating, having also received a rating at or below "developing" on the Local 60 Points, shall be entitled to appeal his/her annual APPR rating.*

*B. The first step of the Appeals process shall be an informal in-person conference between the Superintendent and the Principal, and the same shall take place within ten (10) business days of the building principal's receipt of his/her APPR Composite Rating. At this meeting, the Principal and the Superintendent shall discuss the contents of the APPR, and the Superintendent shall orally indicate at the end of the meeting whether or not adjustments will be made to the APPR Composite Score.*

*C. In the event that the Principal is dissatisfied with the outcome of the meeting with the Superintendent, within ten (10) business days of informal conference, he/she may submit a formal written appeal based upon a paper submission to the Superintendent, who shall be trained in accordance with the requirements of the statute and regulations.*

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

*E. An appeal of a composite APPR evaluation or a PIP must be commenced within ten (10) business days of the presentation of the final document to the principal or else the right to appeal shall be deemed waived in all regards. In the case of a PIP appeal, there shall be a second ten (10) business day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the tenth (10th) business day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards.*

*F. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within ten (10) business days of the receipt of the appeal. This period shall be tolled for any days during said ten (10) business day period that the Superintendent's administrative designee is on a planned vacation. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.*

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

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

*To assure that the Catskill Central School District's lead evaluators are fully trained and highly qualified to evaluate teachers, the entire administrative team (including principals, assistant principal, directors and superintendent) attended the equivalent of ten (10) full days of training which included the following sessions: "Productive Eval. Practices", "Training for Lead Evaluators of Principals", "CCLS K-12 ELA/Math for Administrations", "Evidence-based Observation Parts I and II", "Framework for Teaching", "Driven by Data- book study" and "Summer Institute-Questar"*

*sponsored by:*

- Questar III BOCES*
- Leadership for Educational Achievement Foundation*
- Jim Collins- Magellan Foundation*
- Kim Marshall*
- District Attorney - Shaw, Perelson, May & Lambert*

*The trainings attended focused on:*

*\*NYS Teaching Standards, and their related elements and performance indicators and /or the Leadership (ISLLC) Standards and their related functions*

*\*Evidence Based Observation grounded in research*

*\*Application and use of the student growth percentile model and the value-added growth model*

*\*Application and use of the State-approved teacher and/or principal rubric(s) selected by the district for use in evaluations, including*

training on the effective application of such rubrics to observe a teacher or principal's practice

\*Application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals

\*Application and use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals

\*Use of the Statewide Instructional Reporting System

\*The scoring methodology used to evaluate a teacher and/or principal

\*Considerations in evaluating teachers and principals of English language learners and students with disabilities

\*Training in methodologies to assure inter-rater reliability

In addition, David Sicko, Questar Consultant/Admin. Coach worked side by side with administrators to collect evidence based data, remove bias, conduct pre-observation conferences and postobservation conferences. There were discussion groups as well as classroom observation DVDs to increase expertise with evidence-based observations and inter-rater reliability. These sessions were the equivalent of ten (10) days of training.

The district has purchased Danielson Teachscape and will completing the The Danielson Teachscape Course:

Each part of the Proficiency System includes master-scored videos at all levels of performance.

1. Framework for Teaching—Observer Training

2. Framework for Teaching—Scoring Practice

3. Framework for Teaching—Proficiency Test

Over 100 master-scored videos for training and assessment

With over 100 web-based master-scored videos, the Framework for Teaching Proficiency System focuses on the practical application of Charlotte Danielson's New Framework for Teaching Evaluation Instrument to observational evaluation. The Framework for Teaching Proficiency System develops the skills and expertise of observers so they can make better judgments of teaching practice.

Framework for Teaching—Observer Training includes eleven online professional development modules that prepare observers to deliver accurate and reliable evaluations of classroom teaching. Observer Training modules are designed for flexible use and can be used for self-paced, self-guided learning or as part of facilitated learning groups. Training topics include:

•The research and rationale behind the New Framework for Teaching Evaluation Instrument

•How to effectively conduct observations using the in-class observable domains of the New Framework for Teaching Evaluation Instrument

•Bias-awareness training to minimize the effects of observer bias  
Scoring Practice

Framework for Teaching—Scoring Practice prepares observers for real-world classroom observations by allowing them to practice their observation skills using master-scored classroom videos. In Scoring Practice an observer:

•Views online videos of real classrooms

•Scores the videos using the New Framework for Teaching Evaluation Instrument

•Receives feedback and compares his or her scores with the master scores assigned by an expert Proficiency Test developed in partnership with Charlotte Danielson and ETS, the Framework for Teaching—Proficiency Test is a rigorous next-generation assessment that uses innovative video-based items to assess the ability of observers to accurately evaluate teaching practice using Charlotte Danielson's New Framework for Teaching Evaluation Instrument.

The process to certify and re-certify lead evaluators will include continued training, annually, through Questar III BOCES, as well as the Danielson Teachscape software professional development module as well as a component to ensure inter-rater reliability.

## 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

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 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	59-60
Effective	55-58
Developing	46-54
Ineffective	0-45

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**

### 3. Local Measures (Teachers)

Created Tuesday, August 21, 2012

Updated Wednesday, October 31, 2012

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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.

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Terra Nova - Common Core
5	4) State-approved 3rd party assessments	Terra Nova - Common Core
6	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 6th Grade ELA Assessment

7	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 7th Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 8th Grade ELA Assessment

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

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

<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 3.3, below.</p>	<p>The Local 15 Points shall be a measure of student achievement as described hereinbelow. During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher’s building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Appendix 3 uploaded in 3.3. If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-15) is contained in Appendix in 3.3. For</p> <p>For the 2012-13 school year, the TerraNova3 and/or Questar III ELA assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix 3 annexed hereto shall be used for computing unit members’ local 15 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>87-100% of students in a teacher of record's class will show growth.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-86% of students in a teacher of record's class will show growth.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>28-50% of students in a teacher of record's class will show growth.</p>

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

0-27% of students in a teacher of record's class will show growth.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Terra Nova 3
5	4) State-approved 3rd party assessments	Terra Nova 3
6	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 6th Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 7th Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Questar III BOCES developed 8th Grade Math Assessment

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

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

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

The Local 15 Points shall be a measure of student achievement as described hereinbelow. During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Appendix 3 uploaded in 3.3. If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-15) is contained in Appendix 3 in 3.3.

For the 2012-13 school year, the TerraNova3 and/or Questar III Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix 3 annexed hereto shall be used for computing unit members' local 15 Point scores and computes growth based upon students showing maintenance of

the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.

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

87-100% of students in a teacher of record's class will show growth.

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

51-86% of students in a teacher of record's class will show growth.

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

28-50% of students in a teacher of record's class will show growth.

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

0-27% of students in a teacher of record's class will show growth.

### 3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/165577-rhJdBgDruP/Appendix 3 - Local 15 Teachers and Principals.pdf>

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Terra Nova 3
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	Terra Nova 3

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.

The Local 20 Points shall be a measure of student achievement as described hereinbelow. During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table 1 uploaded in 3.3. If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Table 1 in 3.3. For the 2012-13 school year, the TerraNova3 and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.

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

90-100% of students in a teacher of record's class will show growth.

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

51-89% of students in a teacher of record's class will show growth.

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

28-50% of students in a teacher of record's class will show growth.

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

0-27% of students in a teacher of record's class will show growth.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Terra Nova 3
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	Terra Nova 3

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>During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table Set forth in Appendix "A-1". If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "A-1".3. For the 2012-13 school year, the TerraNova3 and/or Questar III ELA and Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.</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>90-100% of students in a teacher of record's class will show growth.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-89% of students in a teacher of record's class will show growth.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>28-50% of students in a teacher of record's class will show growth.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-27% of students in a teacher of record's class will show growth.</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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.

<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>During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table Set forth in Appendix "A-1". If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "A-1".3. For the 2012-13 school year, the TerraNova3 and/or Questar III ELA and Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.</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>90-100% of students in a teacher of record's class will show growth.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-89% of students in a teacher of record's class will show growth.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>28-50% of students in a teacher of record's class will show growth.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-27% of students in a teacher of record's class will show growth.</p>

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Terra Nova 3
7	4) State-approved 3rd party assessments	Terra Nova 3
8	4) State-approved 3rd party assessments	Terra Nova 3

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.*

<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>During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table Set forth in Appendix "A-1". If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "A-1".3. For the 2012-13 school year, the TerraNova3 and/or Questar III ELA and Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.</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>90-100% of students in a teacher of record's class will show growth.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-89% of students in a teacher of record's class will show growth.</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	28-50% of students in a teacher of record's class will show growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-27% of students in a teacher of record's class will show growth.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	4) State-approved 3rd party assessments	Terra Nova 3
Global 2	4) State-approved 3rd party assessments	Terra Nova 3
American History	4) State-approved 3rd party assessments	Terra Nova 3

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.	During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table Set forth in Appendix "A-1". If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "A-1".3. For the 2012-13 school year, the TerraNova3 and/or Questar III ELA and Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of
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each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students in a teacher of record's class will show growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-89% of students in a teacher of record's class will show growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	28-50% of students in a teacher of record's class will show growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-27% of students in a teacher of record's class will show growth.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	4) State-approved 3rd party assessments	Terra Nova 3
Earth Science	4) State-approved 3rd party assessments	Terra Nova 3
Chemistry	4) State-approved 3rd party assessments	Terra Nova 3
Physics	4) State-approved 3rd party assessments	Terra Nova 3

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.	During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table Set forth in Appendix "A-1". If 75% of the students belonging to a teacher of record meet the established
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student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "A-1".3. For the 2012-13 school year, the TerraNova3 and/or Questar III ELA and Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.

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

90-100% of students in a teacher of record's class will show growth.

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

51-89% of students in a teacher of record's class will show growth.

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

28-50% of students in a teacher of record's class will show growth.

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

0-27% of students in a teacher of record's class will show growth.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Terra Nova 3
Geometry	4) State-approved 3rd party assessments	Terra Nova 3
Algebra 2	4) State-approved 3rd party assessments	Terra Nova 3

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table Set forth in Appendix "A-1". If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "A-1".3. For the 2012-13 school year, the TerraNova3 and/or Questar III ELA and Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.</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>90-100% of students in a teacher of record's class will show growth.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-89% of students in a teacher of record's class will show growth.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>28-50% of students in a teacher of record's class will show growth.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-27% of students in a teacher of record's class will show growth.</p>

### 3.11) High School English Language Arts

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Grade 9 ELA	4) State-approved 3rd party assessments	Terra Nova 3
Grade 10 ELA	4) State-approved 3rd party assessments	Terra Nova 3
Grade 11 ELA	4) State-approved 3rd party assessments	Terra Nova 3

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.*

<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>During the month of September 2012, and in no event later than October 15, 2012, based upon the learning content as developed by the District, in consultation with grade level and/or content area teams, each teacher of record shall develop an achievement Target for his/her class(es) for the purpose of the Local measure of student achievement, subject to approval of each Teacher's building principal. This measure shall be based upon the achievement of students on their class rosters, in accordance with the Table Set forth in Appendix "A-1". If 75% of the students belonging to a teacher of record meet the established student achievement Target, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is contained in Appendix "A-1".3. For the 2012-13 school year, the TerraNova3 and/or Questar III ELA and Math assessments and/or other locally developed assessments shall be given no later than October 15, 2012 as the baseline assessment for the purposes of measuring student Growth. The second administration of the above-referenced assessments for the 2012-13 school year shall be given after May 1, 2013, taking into consideration State testing schedules. The scoring methodology set forth in Appendix "A-1" annexed hereto shall be used for computing unit members' local 20 Point scores and computes growth based upon students showing maintenance of the same Stanine/level or movement to a greater Stanine/level on the local assessment administered in the fall of each year measured against the same local assessment administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.</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>90-100% of students in a teacher of record's class will show growth.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-89% of students in a teacher of record's class will show growth.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>28-50% of students in a teacher of record's class will show growth.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>0-27% of students in a teacher of record's class will show growth.</p>



administered in the spring each year. For students that fall within the first Stanine, growth will be considered to exist if the percentile achieved by the students who score within the first Stanine has increased beyond that which existed during the Fall semester administration of the TerraNova3.

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

90-100% of students in a teacher of record's class will show growth.

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

51-89% of students in a teacher of record's class will show growth.

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

28-50% of students in a teacher of record's class will show growth.

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

0-27% of students in a teacher of record's class will show growth.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/165577-y92vNseFa4/Appendix 3 - Local 20 Teachers and Principals\_1.pdf*

### 3.14) Locally Developed Controls

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

*In setting targets for 3rd party assessments and locally developed measures, teachers in collaboration with the school principal, will consider student prior academic history, students with disabilities, and English language learners by reviewing student data and setting targets accordingly. The District's educational philosophy is based on providing all students equitable opportunities to maximize their learning by recognizing and factoring in the various strengths and needs of students based on their unique characteristics and backgrounds. Needs notwithstanding, the district's expectations are based on high standards and rigor for all students. The district has created criteria for the approval of the SLO that reflect these high standards for all students.*

### 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.

*For teachers with multiple locally selected measures, the HEDI score on the locally selected measure will be computed for each course based upon the performance of students assigned to the teacher of record in each such course, and the final HEDI rating for this subcomponent will be obtained by taking the weighted average of the locally selected measure based upon the percentage of students*

who met the achievement target or show growth (depending upon the applicable locally selected measure as enumerated above) for each locally selected measure.

### 3.16) Assurances

Please check all of the boxes below:

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

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, April 30, 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 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 : 190401060000

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

190401060000

#### 1.2) School District Name: CATSKILL CSD

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

CATSKILL CSD

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

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

Not applicable

#### 1.4) Award Classification

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

- 
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/165605-Df0w3Xx5v6/APPR TIP PLAN FORM.pdf](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### APPEALS PROCESS

##### 1. General Appeals Process:

A. A tenured teacher who receives an ineffective composite APPR rating or developing composite rating, having also received a developing or ineffective on his/her Local 60 points allocation, or a probationary teacher who receives an ineffective rating on his/her composite APPR shall be entitled to appeal the annual APPR rating, based upon a paper submission to the Superintendent of Schools

or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess a district-wide administrative Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he/she shall not hear the appeal. While an appeal may not be commenced until the Teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Local 20 Points allocation with the Lead Evaluator who completed it prior to the issuance of the composite APPR rating.

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

C. An appeal of an APPR evaluation or a TIP must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP and failure to appeal the TIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent's administrative designee shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding and shall not be subject to review for the purposes of this Appeal.

E. The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law.

2. Optional Appeals Process for a tenured teacher who has received a second consecutive ineffective APPR composite rating:

A. Notwithstanding Paragraphs 1(A) through (D) above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings that could lead to an expedited 3020-a pursuant to Section 3012-c, the appeal shall be made to one of the four agreed upon arbitrators set forth below selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Sheila Cole, who shall make a final and binding decision upon the appeal of the APPR composite evaluation and/or TIP on an expedited basis, within thirty-five (35) calendar days of the filing of the written appeal. The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher and administration prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn't resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not. Notwithstanding the above, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under Section 3020-a of the Education Law. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set for in Education Law Section 3020-a. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law.

B. In order to take advantage of the procedure outlined in paragraph 2(A) above, the tenured teacher must consent to the use of one of the above-named arbitrators should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

The Appeals Process set forth above shall be incorporated into the District's APPR Plan Document for the 2011-12 through 2015-16 school years, and its use shall sunset effective close of business on June 30, 2016, unless otherwise mutually agreed by the parties.

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

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

To assure that the Catskill Central School District's lead evaluators are fully trained and highly qualified to evaluate teachers, the entire administrative team (including principals, assistant principal, directors and superintendent) attended the equivalent of ten (10) full-days of training which included the following sessions: "Productive Eval. Practices", "Training for Lead Evaluators of Principals", "CCLS K-12 ELA/Math for Administrations", "Evidence-based Observation Parts I and II", "Framework for Teaching", "Driven by Data-book study" and "Summer Institute-Questar"

sponsored by:

- Questar III BOCES
- Leadership for Educational Achievement Foundation
- Jim Collins- Magellan Foundation
- Kim Marshall
- District Attorney - Shaw, Perelson, May Lambert

The trainings attended focused on:

- \*NYS Teaching Standards, and their related elements and performance indicators and /or the Leadership (ISLLC) Standards and their related functions
- \*Evidence Based Observation grounded in research
- \*Application and use of the student growth percentile model and the value-added growth model
- \*Application and use of the State-approved teacher and/or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- \*Application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals
- \*Application and use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals
- \*Use of the Statewide Instructional Reporting System
- \*The scoring methodology used to evaluate a teacher and/or principal
- \*Considerations in evaluating teachers and principals of English language learners and students with disabilities
- \*Training in methodologies to assure inter-rater reliability

In addition, David Sicko, Questar Consultant/Admin. Coach worked side by side with administrators to collect evidence based data, remove bias, conduct pre-observation conferences and post-observation conferences. There were discussion groups as well as classroom observation DVDs to increase expertise with evidence-based observations and inter-rater reliability. These sessions were the equivalent of ten (10) days of training.

The district has purchased Danielson Teachscape and will be completing the

The Danielson Teachscape Course:

Each part of the Proficiency System includes master-scored videos at all levels of performance.

1. Framework for Teaching—Observer Training
2. Framework for Teaching—Scoring Practice
3. Framework for Teaching—Proficiency Test

Over 100 master-scored videos for training and assessment

With over 100 web-based master-scored videos, the Framework for Teaching Proficiency System focuses on the practical application of Charlotte Danielson's New Framework for Teaching Evaluation Instrument to observational evaluation. The Framework for Teaching Proficiency System develops the skills and expertise of observers so they can make better judgments of teaching practice. Framework for Teaching—Observer Training includes eleven online professional development modules that prepare observers to deliver accurate and reliable evaluations of classroom teaching. Observer Training modules are designed for flexible use and can be used for self-paced, self-guided learning or as part of facilitated learning groups. Training topics include:

- The research and rationale behind the New Framework for Teaching Evaluation Instrument
- How to effectively conduct observations using the in-class observable domains of the New Framework for Teaching Evaluation Instrument

- Bias-awareness training to minimize the effects of observer bias

Scoring Practice

Framework for Teaching—Scoring Practice prepares observers for real-world classroom observations by allowing them to practice their observation skills using master-scored classroom videos. In Scoring Practice an observer:

- Views online videos of real classrooms
- Scores the videos using the New Framework for Teaching Evaluation Instrument
- Receives feedback and compares his or her scores with the master scores assigned by an expert Proficiency Test developed in partnership with Charlotte Danielson and ETS, the Framework for Teaching—Proficiency Test is a rigorous next-generation assessment that uses innovative video-based items to assess the ability of observers to accurately evaluate teaching practice using

The process to certify and re-certify lead evaluators will include continued training, annually, through Questar III BOCES, as well as the Danielson Teachscape software professional development module as well as a component to ensure inter-rater reliability.

## 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

# 10. Composite Scoring (Principals)

Created Monday, September 17, 2012  
Updated Wednesday, October 31, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	59-60
Effective	55-58
Developing	46-54
Ineffective	0-45

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 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 (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The Danielson Framework for Teaching (2011 Revised Edition) will be used as the rubric for common branch classroom teachers who teach ELA or Mathematics in grades 4-8 and other teachers in grades 4-8 who teach ELA or Mathematics for the 2011-12 school year and the same rubric will be used for all classroom teachers as defined in Part 30-2.2(d) of the Regents Rules for the 2012-13 and the 2013-14 school years. The allocations for the Local 60 Points in the Final Summative Evaluation for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules for the 2011-12 and 2012-13 school years are also found in the attached table entitled "Danielson Rubric". In addition, the Local 60 Points will be computed for the purpose of the final Summative Evaluation based upon the following methodology found in the table entitled "Danielson Rubric".

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

assets/survey-uploads/5091/165595-eka9yMJ855/CTA Excel Spreadsheet FINAL 8.22.12\_1.pdf

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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Teachers performing at this level are master teachers and contribute to the community of learners both in and outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education. These classrooms are models of self direction on the part of the students and appear to be effortless.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Effective teachers clearly understand the concepts of the components of the rubric and are able to implement each of the domains well. They demonstrate knowledge of their content, their students, and the curriculum and have a wide range of strategies and activities to engage their students. There is evidence that they are continually striving to improve their practice.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Developing teachers demonstrate limited understanding of the concepts of the components of the rubric and inconsistently implement each of the domains. These teachers are developing a firm grasp of their content, their students, and the curriculum. They have a limited range of strategies and activities to engage their students. These teacher may become effective with additional readings, discussions, classrooms visits, and experience with a master teacher (mentor).</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Ineffective teachers lack an understanding of the concepts of the components of the rubrics and do not implement each of the domains. These teachers fail to demonstrate a knowledge of their content, their students, and the curriculum. Students appear disinterested and not engaged in the learning in the classroom. Assistance in fundamental pedagogical practices needs to be provided for these teachers to improve.</p>

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	46-54
Ineffective	0-45

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

- 
- Both
- 

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

- 
- Both
-

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

Created Tuesday, August 21, 2012

Updated Friday, October 26, 2012

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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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	District Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	District Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	District Developed Second Grade ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For the 2012-13 school year, District developed assessments and the NYSTP Grade 3 ELA Assessment will be used to measure

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	student growth for Grades K-3. For grade K-2 students District developed assessments will be administered during the month of September and again during the month of May or as per NYSTP calendar to measure growth of one level determined by the attached chart. Growth for students in grade 3 will be determined by the difference in scores on the District developed assessments and student scores on the NYSTP assessment. Each teacher of record shall develop a growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of records class will meet growth targets.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District developed Kindergarten Mathematics Assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES developed First Grade Mathematics Assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES developed Second Grade Mathematics Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, the Questar III BOCES Developed 3rd grade Math Assessment and the NYSTP Grade 3 Math Assessment will be used to measure student growth for Grades 3. For grade K the District developed assessment, and Grade 1-2 students, the Questar III BOCES Developed Math assessments will be administered during the month of September and again
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during the month of May or as per NYSTP calendar to measure growth of one level determined by the attached chart. Growth for students in grade 3 will be determined by the difference in scores on the Questar III BOCES developed assessment and student scores on the NYSTP assessment. Each teacher of record shall develop a growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11)  
 If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of records class will meet growth targets.

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

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, the District developed assessments and the NYSTP Grade 8 Science Assessment will be used to measure student growth for Grades 6-8 science. For grade 6-7 students the District developed assessments will be administered during the month of September and again during the month of May or as per NYSTP calendar to measure growth of one level determined by the attached chart. Growth for students in grade 8 will be determined by the difference in District developed pre-assessment scores and student scores on the NYSTP assessment. Each teacher of record shall develop an growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of
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each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11)  
 If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-27% of students in a teacher of records class will meet growth targets.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	District Developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	District Developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	District Developed 8th grade Social Studies Assessment

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

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 the 2012-13 school year, District developed assessments will be used to measure student growth for Grades 6-8 social studies. For grade 6-8 students the District developed assessments will be administered during the month of September and again during the month of May to measure growth of one level determined by the attached chart. Each teacher of record shall develop a growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of records class will meet growth targets..
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## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, the District developed Social Studies assessment and the NYSTP Global and American History Regents Exams will be used to measure growth for high school social studies. For Global 1 students District developed assessments will be administered during the month of September and again during the month of May to measure growth of one level determined by the attached chart. Growth for students Global 2 and American History will be determined by the difference in District developed pre-assessment scores and student scores on the NYS Regents exams. Each teacher of record shall develop a growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of records class will meet growth targets.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, the District developed assessment and the NYS Regents Exams will be used to measure student growth for high school science. Students' District developed assessments will be administered during the month of September and the Regents exams per the NYSTP schedule to measure growth of one level determined by the attached chart. Growth for students will be determined by the difference in the District developed pre-assessment scores and student scores on the NYS Regents exams. Each teacher of record shall develop a growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of records class will growth targets.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For the 2012-13 school year, the District developed Math assessment and the NYS Regents Exams will be used to measure student growth for high school math. Students' District developed assessments will be administered during the month of September and the Regents exams per the NYSTP schedule to measure growth of one level determined by the attached chart. Growth for students will be determined by the difference in the District developed pre-assessment scores and student scores on the NYS Regents exams. Each teacher of record shall develop a growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% of students in a teacher of records class will meet growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	51-89% of students in a teacher of records class will meet growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	28-50% of students in a teacher of records class will meet growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-27% of students in a teacher of records class will meet growth targets.

## 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	District Developed 9th grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District Developed 10th grade ELA Assessment
Grade 11 ELA	Regents assessment	NYSTP English Regents Exam



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 the 2012-13 school year, the District developed assessment will be used to measure student growth. District developed assessments will be administered during the month of September and again during the month of May to measure growth of one level determined by the attached chart . Each teacher of record shall develop a growth Target for his/her class(es) for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon the growth of students on their class rosters, (see Tables uploaded in 2.11) If 70% of the students belonging to a teacher of record meet the established student growth Target, then 13 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20). ((see Tables uploaded in 2.11)

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

90-100% of students in a teacher of records class will meet growth targets.

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

51-89% of students in a teacher of records class will meet growth targets.

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

28-50% of students in a teacher of records class will meet growth targets.

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

0-27% of students in a teacher of records class will meet growth targets.

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.

*(No response)*

## 2.12) Locally Developed Controls

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

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

*In setting targets for 3rd party assessments and locally developed measures, teachers in collaboration with the school principal, will consider student prior academic history, students with disabilities, and English language learners by reviewing student data and setting targets accordingly. The District's educational philosophy is based on providing all students equitable opportunities to maximize their learning by recognizing and factoring in the various strengths and needs of students based on their unique characteristics and backgrounds. Needs notwithstanding, the district's expectations are based on high standards and rigor for all students. The district has created criteria for the approval of the SLO that reflect these high standards for all students.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

## APPENDIX - APPEALS

### **2. Optional Appeals Process for a tenured teacher who has received a second consecutive ineffective APPR composite rating: [as referenced in section 6.3]**

A. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn't resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not [Note 2 - see below]. Notwithstanding the above, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under Section 3020-a of the Education Law. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set for in Education Law Section 3020-a. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law.

B. Should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

Note 2 [see section 2(A) above]: Likewise, nothing contained in the agreed upon TIP procedure shall prevent the District from introducing into evidence an evaluation or a TIP in a subsequent disciplinary action.

**2. Optional Appeals Process for a tenured principal who has received a second consecutive ineffective APPR composite rating: [as referenced in section 11.3]**

A. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer.

B. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn't resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not. [see Note 2 below] Notwithstanding the above, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under §3020-a of the Education Law. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set for in Education Law §3020-a. During the pendency of a disciplinary arbitration, the pay rights of the tenured principal shall be the same as those afforded to principals who are subject to statutory proceedings under §3020-a of the Education Law.

C. Should the District proceed to find probable cause under §3020-a of the Education Law.

Note 2: [see 2B above] - Likewise, nothing contained in the agreed upon TIP procedure shall prevent the District from introducing into evidence an evaluation or a TIP in a subsequent disciplinary action.

**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:

*A. Kinnell*      8/29/13

Teachers Union President Signature:      Date:

*James C. Zilahi*      8/29/13

Administrative Union President Signature:      Date:

*Liz Schlueter*      8/29/13

Board of Education President Signature:      Date:

*M. Mahoney*      8/29/13