



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

Commissioner of Education  
President of the University of the State of New York  
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December 26, 2012

John Fairchild, Superintendent  
Chazy Union Free School District  
609 Miner Farm Road  
Chazy, NY 12921

Dear Superintendent Fairchild:

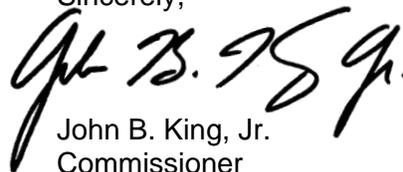
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Craig L. King

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

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

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012

Updated Monday, December 17, 2012

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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 : 090601020000

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

*090601020000*

#### 1.2) School District Name: CHAZY UFSD

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

*CHAZY UFSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, May 15, 2012

Updated Thursday, December 20, 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	School-or BOCES-wide, group or team results based on State assessments	3-6 NYS ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	3-6 NYS ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	3-6 NYS ELA Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	HEDI categories are assigned based on the percentage of students showing individual growth on the NYS ELA Assessment when their score is compared to their prior year score. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% of the students meeting the assessment criteria.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 51% of the students meeting the assessment criteria.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3-6 NYS Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	3-6 NYS Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	3-6 NYS Math Assessments
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories are assigned based on the percentage of students showing individual growth on the NYS Math Assessment when their score is compared to their prior year score. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% of the students meeting the assessment criteria.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 51% of the students meeting the assessment criteria.

## 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	Not applicable	common branch
7	District, regional or BOCES-developed assessment	Chazy UFSD 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the summative assessment (grades 6 and 7) or State Science Assessment in grade 8. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% of the students meeting the assessment criteria.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 51% of the students meeting the assessment criteria.

## 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	Not applicable	common branch
7	District, regional or BOCES-developed assessment	Chazy UFSD developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Chazy UFSD developed grade 8 social studies assessment

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

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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the summative assessment. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of the students meeting the assessment criteria.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students meeting the assessment criteria.

## 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	Chazy UFSD developed grade 9 Global Studies 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the summative assessment (a district developed or Regents exam as listed above). All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of the students meeting the assessment criteria.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students meeting the assessment criteria.

## 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the Regents Exam in the subject area. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of the students meeting the assessment criteria.

Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students meeting the assessment criteria.

## 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the Regents Exam for the course. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of the students meeting the assessment criteria.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students meeting the assessment criteria.

## 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	Chazy UFSD developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Chazy UFSD grade 10 ELA developed assessment
Grade 11 ELA	Regents assessment	NYS English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	HEDI categories are assigned based on the percentage of students showing individual growth from the pre-assessment to the summative assessment in the course or the English Regents Exam for English Eleven. All pre and post assessments will be scored on a 1 to 4 scale. (See table at 2.11) Growth score targets will be made through collaboration between the Principal and the teacher after examining baseline data. HEDI points will be awarded based on the percentage of students who meet growth targets as described in table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of the students meeting the assessment criteria.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students meeting the assessment criteria.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other elementary teachers not named above	School/BOCES-wide/group/team results based on State	3-6 NYS ELA and Math Assessments
All other secondary teachers not named above	School/BOCES-wide/group/team results based on State	7-8 NYS ELA and Math assessments and 5 required Regents exams
All teachers of both secondary and elementary courses	School/BOCES-wide/group/team results based on State	3-8 NYS ELA and Math assessments and the 5 required Regents exams
English 12 teacher	District, Regional or BOCES-developed	Chazy UFSD developed grade 12 English Assessment
Social 12 teacher	District, Regional or BOCES-developed	Chazy UFSD developed grade 12 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI categories are assigned based on the percentage of students showing individual growth on the grade 3 to 8 NYS Math and ELA Assessment and the 5 required Regents exams (Math, Science, English, Global, and U.S. History) (See table at 2.11). Assessment scores used are determined as shown above. Teachers not receiving a building score will evaluate student growth through a locally developed pre-assessment and post-assessment. Targets will be set through collaboration between the Principal and Teacher after baseline data is established.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of the students meeting the assessment criteria.
Effective (9 - 17 points) Results meet District goals for similar students.	70% - 84% of the students meeting the assessment criteria.
Developing (3 - 8 points) Results are below District goals for similar students.	52% - 69% of the students meeting the assessment criteria.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 51% of the students meeting the assessment criteria.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/129765-TXEttx9bQW/Table 2.11 Growth Score Calculation\_1.docx*

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any

other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*There are no local controls.*

## 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

### 3. Local Measures (Teachers)

Created Tuesday, May 15, 2012

Updated Thursday, December 20, 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	6(ii) School wide measure computed locally	3-6 State ELA assessment
5	6(ii) School wide measure computed locally	3-6 State ELA assessment
6	6(ii) School wide measure computed locally	3-6 State ELA assessment
7	6(ii) School wide measure computed locally	7-8 State ELA assessment and 5 required Regents Exams

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 Chazy Elementary School will use a building wide score for the entire elementary teaching staff as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment (grades 3-6). For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). For teachers who teach in both schools the two building scores will be averaged using weighted averages based on student loads by school for each teacher. (see chart 3.3 for details)</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>69% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>49% - 68% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>25% - 48% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement.</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% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.</p>

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	3-6 State Math Assessment
5	6(ii) School wide measure computed locally	3-6 State Math Assessment
6	6(ii) School wide measure computed locally	3-6 State Math Assessment

7	6(ii) School wide measure computed locally	7-8 State Math Assessment and 5 required Regents exams
8	6(ii) School wide measure computed locally	7-8 State Math Assessment and 5 required regents exams

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 Chazy Elementary School will use a building wide score for the entire elementary teaching staff as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment (grades 3-6). For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). For teachers who teach in both schools the two building scores will be averaged using weighted averages based on student loads by school for each teacher. (see chart 3.3 for details)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49% - 68% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25% - 48% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 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/5139/129769-rhJdBgDruP/Task 3.3 15 Point Local Achievement Chart for Teachers.xlsx](#)

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3 -6 State ELA assessment
1	6(ii) School-wide measure computed locally	3 - 6 State ELA assessment
2	6(ii) School-wide measure computed locally	3 - 6 State ELA assessment
3	6(ii) School-wide measure computed locally	3 - 6 State ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Chazy Elementary School will use a building wide score for the entire elementary teaching staff as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment (grades 3-6). (see chart 3.13 for details)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers without a State Value Added Growth Score: 75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers without a State Value Added Growth Score 54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers without a State Value Added Growth Score 25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For teachers without a State Value Added Growth Score 0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	3-6 State Math Assessment

1	6(ii) School-wide measure computed locally	3-6 State Math Assessment
2	6(ii) School-wide measure computed locally	3-6 State Math Assessment
3	6(ii) School-wide measure computed locally	3-6 State Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Chazy Elementary School will use a building wide score for the entire elementary teaching staff as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment (grades 3-6). (see chart 3.13 for details)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 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	Not applicable	common branch teacher
7	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
8	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams

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 Chazy Elementary School (grades K-6) will use a building wide score for the entire elementary teaching staff as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment (grades 3-6). For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). For teachers who teach in both schools the two building scores will be averaged using weighted averages based on student loads by school for each teacher. (see chart 3.13 for details)

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

75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.

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

54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.

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

25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement

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

0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 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	Not applicable	common branch teacher
7	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
8	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams

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.

The Chazy Elementary School (grades K-6) will use a building wide score for the entire elementary teaching staff as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment (grades 3-6). For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). For teachers who teach in both schools the two building scores will be averaged using weighted averages based on student loads by school for each teacher. (see chart 3.13 for details)

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

75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.

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

54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.

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

25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement

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

0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Global 2	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
American History	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). (see chart 3.13 for details)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Earth Science	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Chemistry	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Physics	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). (see chart 3.13 for details)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Geometry	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Algebra 2	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). (see chart 3.13 for details)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Grade 10 ELA	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams
Grade 11 ELA	6(ii) School wide measure computed locally	7-8 State Math and ELA assessments and 5 required Regents exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). (see chart 3.13 for details)
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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 Chazy Elementary School will use a building wide score for the entire elementary teaching staff as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment (grades 3-6). For the Chazy Junior/Senior High School (grades 7-12) a building wide score for the entire secondary teaching staff will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments (grades 7 and 8) and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment). For teachers who teach in both schools the two building scores will be averaged using weighted averages based on student loads by school for each teacher. (see chart 3.13 for details)

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

75% - 100% of the students meet the achievement criteria. Combined test scores are exceptional and exceed district expectations.

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

54% - 74% of the students meet the achievement criteria. Combined test scores are at the average range and meet district expectations.

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

25% - 53% of the students meet the achievement criteria. Combined test scores do not meet district expectations and demonstrate opportunities for improvement

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

0% - 24% of the students meet the achievement criteria. Combined test scores are not acceptable and significantly reflect a need for immediate improvement.

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/5139/129769-y92vNseFa4/Task 3.13 20 Point Teacher Scale for Local Achievement.xlsx*

### 3.14) Locally Developed Controls

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

*Scores for students who miss more than 10% of classroom instruction time may be pro-rated at the percentage of attendance at the discretion of the classroom teacher(s) after consultation with and approval from the building principal. The attendance adjustment acknowledges that students with poor attendance may not achieve as well as those who attend regularly. The 10% number matches the absence limit for receiving credit in secondary courses based on district policy. Measures are in place to communicate with students*

and parents at several points during the year if a student has poor attendance in order to attempt to improve the student's attendance. Under no circumstances will a teacher's HEDI score be improved by more than two points due to attendance pro-ration.

For example: If a 20 students take an exam and two have an 80% attendance rate the total number of students achieving a 3 or 4 will be divided by 19.6 (18 times 1 plus 2 times 0.8) rather than 20. If 15 students score at 3 or 4 the calculation will be  $15/19.6 = 77\%$  reaching goal, rather than  $15/20 = 75\%$  reaching goal. This results in 19 points for the growth score rather than 18 points.

As we are using building wide growth scores an initial calculation will be made without any attendance pro-ration. A second calculation will be made with pro-ration for those students who have exceeded the attendance limit and the principal and teacher have determined it is appropriate to pro-rate the score. The individual students actual score will not be a factor in the decision. Again, in no case will the growth score be increased by more than two points for any teacher.

### 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.

As all classroom elementary teachers teach both ELA and Math their HEDI rating will be based on a percentage calculated by totalling all students who score at level 3 or 4 on the State ELA or Math exam divided by the total number of students taking the exams. For example: 40 students score 3 or 4 on ELA, 50 students score 3 or 4 on Math, a total of 120 tests were taken. Therefore  $90/120$  equals 75% of the students achieved the criteria resulting in 18 points for all teachers using a 20 point scale and 14 points for teachers using the 15 point scale.

The same process applies for all other elementary teachers. Those who also have secondary assignments will have the elementary building score and the secondary building score averaged based on a weighted average related to student loads in the respective buildings.

All secondary teachers will have a score developed based on the percentage of students scoring 3 or 4 on the 7th and 8th grade State ELA and Math assessments and the 5 required regents exams. The total number of students meeting the criteria on each assessment will be divided by the total number of students taking the assessments. Similar to the elementary calculation. (See charts 3.3 and 3.13 for details.)

### 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

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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, May 15, 2012

Updated Tuesday, November 20, 2012

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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.)

*NYSUT Teacher Practice Rubric (2012 Edition)*

*(No response)*

### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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.

#### G. Details of the District's Evaluation System

1. Teacher's performance will be assessed using multiple measures grounded in the New York State Teaching Standards. The most current NYSUT Teacher Practice Rubric will be used to assess teachers' professional practice. Evidence for evaluations may come from teacher self-evaluation, formal classroom observations, unannounced observations, walk-through for evidence collection, teacher created materials, and other resources provided by the teacher (for example, portfolios and professional learning plans.) The responsibility for gathering evidence of the teacher's performance is shared by the administration and the teacher. Both must demonstrate a commitment to providing a complete and accurate picture of a teacher's professional performance.

2. Probationary teachers will receive a minimum of two announced “Administrative Observations”. Announced observations shall be preceded by a conference of which prior notification will be given at least two days in advance. At the preconference, the teacher shall be required to present the New York State Standards that will be utilized in the lesson and how they will meet those standards. No later than seven (7) days after such announced observation, there shall be a post-evaluation conference between the teacher and administrator, during which the lesson will be discussed. A write up of the observation using the mutually agreed upon forms will be provided to the teachers within ten school days of the post conference meeting. (Appendix B)

3. Tenured teachers will receive a minimum of one announced “Administrative Observations”. Announced observations shall be preceded by a conference of which prior notification will be given at least two days in advance. At the preconference, the teacher shall be required to present the New York State Standards that will be utilized in the lesson and how they will meet those standards. No later than seven (7) days after such announced observation, there shall be a post-evaluation conference between the teacher and administrator, during which the lesson will be discussed. A write up of the observation using the mutually agreed upon forms will be provided to the teachers within ten school days of the post conference meeting. (Appendix B)

4. Administrators will annually conduct for probationary teachers at least two (2) unannounced observations, of no less than ten (10) minutes. Unannounced observations shall be at the sole discretion of the administrator, and shall not require a pre or post conference. The parties will create a mutually agreed upon unannounced observation form (see Appendix B) that will be given to the teacher within five school days of the unannounced observation.

5. Administrators will annually conduct for tenured teachers at least one (1) unannounced observation, of no less than ten (10) minutes. Unannounced observations shall be at the sole discretion of the administrator, and shall not require a pre or post conference. The parties will create a mutually agreed upon unannounced observation form (see Appendix B) that will be given to the teacher within five school days of the unannounced observation

6. The parties agree that upon mutual agreement between a teacher and evaluator, the District may utilize either audio and/or video recordings to record the lesson. A video recording shall be used in lieu of or in conjunction with the administrator being physically present during the observation. An audio recording shall be used in conjunction with the administrator being present during the observation. Any expenses associated shall be borne by the District. Copies shall be provided to the teacher.

7. All observations will be performed by certified evaluators. Evidence for each teacher will be systematically organized using a mutually agreed upon document. Each teacher will receive a final average score on the 1-4 rubric rating scale. This score is converted to a HEDI rating. The HEDI rating categories are:

- 1.000 – 1.499 - Ineffective
- 1.500 – 2.499 – Developing
- 2.500 – 3.249 – Effective
- 3.250 – 4.000 – Highly Effective

This final score will then be converted to a 60 point score using the chart in Appendix C. This converted score will be the teacher’s score for the “teacher practice” portion of the APPR.

8. Prior to the last full day of school with students, the evaluator will offer to arrange to meet with each teacher. If a meeting is requested, it will take place prior to the last full day of school with students. The conference will occur during the regular school day outside of regular instructional time, unless another time is mutually agreed upon by teacher and evaluator. This meeting shall not take place during the duty free lunch. The purpose of this conference will be to review the evidence gathered throughout the school year to arrive at the “teacher practice” subcomponent score (0-60 points). The score will be combined with the subcomponent score for student growth on state assessments (or other comparable measures) and the subcomponent score for locally selected measures of student achievement to arrive at the teacher’s overall composite score. This conference is voluntary, and may be waived by the teacher in writing prior to the meeting each respective year.

For the 2012-13 school year teachers will indicate the indicators to be evaluated for each standard as discribed in appendix B.

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/5091/129770-eka9yMJ855/Table 4.5 60 point Teacher Effectiveness Conversion Chart.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.	3.250- 4.000 - Highly Effective or 59-60 points on the composite score
Effective: Overall performance and results meet NYS Teaching Standards.	2.500 - 3.249 - Effective or 57 - 58 points on the composite score
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.500 - 2.499 - Developing or 50 -56 points on the composite score
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.000 - 1.499 - Ineffective or 0 - 49 points on the composite score

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	2
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, May 15, 2012

Updated Tuesday, November 20, 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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, May 15, 2012

Updated Thursday, December 20, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/129772-Df0w3Xx5v6/TIP.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:

*Chazy UFSD appeals process:*

*I. Appeals of Annual Professional Performance Reviews*

*To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established.*

*I. Appeals will be limited to the following situations:*

- a. Probationary Teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR.*
- b. Any other teacher may appeal only an ineffective or developing APPR composite rating.*
- c. Any other teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section 2, e, below.*

*II. The scope of any appeal will be limited to the following subjects:*

- a. The substance of the individual's annual professional performance review.*
- b. The District's adherence to the standards and methodologies required for such review, pursuant to Education Law 3012-c.*
- c. The adherence to the Commissioner's regulations, as applicable to such reviews.*
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews, as limited in Section I, above.*
- e. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law 3012-c.*

*III. A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

*IV. In an appeal, the teacher has the burden of demonstrating a right to a relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

*V. The following timelines will be strictly adhered to unless extended by mutual agreement in no such case will the extension not be timely or expeditious. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.*

#### *Level 1 – Evaluator*

*Within five (5) school days of receipt of the composite score, in accordance with Sections I and II above, the teacher shall be entitled to schedule and hold a follow-up meeting to informally discuss with the evaluator any and all related issues.*

*If, within five (5) school days of the informal meeting, the teacher wants to file an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review being challenged, using the appeals form in Appendix E. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for the appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.*

*Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation/information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teachers' Association President, shall receive copies of the response and any and all additional information submitted with the response.*

#### *Level 2 – Panel*

*Within five (5) school days of receipt of the Level 1 determination, if the teacher is not satisfied with such determination and if the Teachers' Association deems the appeal meritorious, the Association must submit the appeal to a bipartisan panel\* comprised of three people; one (1) teacher representative, one (1) administration representative, and one mutually agreed to by the District and Association. The panel will be provided the entire appeals record; however, any information identifying the appellant or the evaluator will be redacted prior to receipt by the panel. Further, the anonymity of the panel members will be protected to the extent possible throughout this procedure.*

*Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written decision for resolution to the Teachers' Association President and the Superintendent of Schools or designee. The decision may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the decision, as well as dissenting opinions, if any, will be included with the decision. The panel's decision will be final and binding for all appeals on developing ratings. The panel's decision of ineffective ratings shall be advisory only and shall move to Level 3 as described herein.*

#### *Level 3 – Superintendent or Designee*

*Within ten (10) school days of receipt of the Level 2 determination on an ineffective rating, the Superintendent of Schools or designee shall issue a decision either accepting or rejecting the advisory decision of the panel. This decision shall be final and binding.*

*Please note that if the Superintendent conducted the evaluation at issue, he/she shall not sit on the panel nor shall he/she be designated at Level 3 to make a final and binding decision.*

*VI. The entire appeals record will be part of the teacher's APPR.*

*VII. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope for Sections I and II, above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.*

*VIII. Nothing in this appeals procedure will restrict the right of the district or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while the appeal is pending. All actions will be consistent with NYS Education Law 3012-c and 30-2.11 of the Rules of the Board of Regents.*

## 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.

### *Teacher Evaluator Training Description*

#### *EVALUATOR TRAINING*

*The CEWW BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

- (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;*
- (4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;*
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, 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 locally selected measures of student achievement used by the district evaluate its teachers;*
- (7) Use of the Statewide Instructional Reporting System;*
- (8) The scoring methodology 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 overall rating and their subcomponent ratings; and*
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.*

*The District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. All CEWW BOCES administrators have been participating in ongoing inter-rater reliability training as provided by the CEWW BOCES network team and schedules are*

*already in place for continued training throughout the 2012-13 school year.*

*All administrators performing evaluations will be annually certified by the Chazy UFSD Board of Education after completion of the CEWW BOCES training.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 15, 2012

Updated Monday, December 17, 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):

K - 6
7 - 12
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score 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
N/A		

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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

*(No response)*

#### 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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 special considerations*

## 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

# 8. Local Measures (Principals)

Created Tuesday, May 15, 2012

Updated Monday, December 17, 2012

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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.

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 6	(d) measures used by district for teacher evaluation	New York State 3-6 ELA and Math Assessments
7 - 12	(d) measures used by district for teacher evaluation	New York State 7-8 ELA and Math Assessments and 5 required Regents exams

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Chazy Elementary School Principal will use a building wide score as the local student achievement measure. The HEDI rating will be determined based on the percentage of students who score at a level 3 or 4 on the ELA or Math State assessment grades 3 to 6. For the Chazy Secondary School Principal a building wide score will be used as the local achievement score. The HEDI rating will be determined by the percentage of students scoring at a level 3 or 4 on the State ELA or Math assessments for grades 7 and 8 and the percentage of students scoring a 65 or above on the five required Regents exams (Integrated Algebra, Global Studies, English, U. S. History and the better of Earth Science or Living Environment).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectations. 69-100% of students meet the achievement criteria.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are in the average range and meet the proficiency level. 49-68% of the students meet the achievement criteria.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores do not meet the expectations and demonstrate opportunities for improvements. 25-48% of the students meet the achievement criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement. 0-24% of the students meet the achievement criteria.

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word )

*(No response)*

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

*assets/survey-uploads/5366/129776-qBFVOWF7fC/Principal Local Achievement Scales 20 point and 15 point (Task 8.1 and 8.2).xlsx*

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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

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

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

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

*There are no special considerations*

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

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

*Not applicable*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 15, 2012

Updated Tuesday, November 20, 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.

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The Principals' performance will be assessed using multiple measures grounded in the Multidimensional Principal Performance Rubric. The Elementary Principal will be evaluated by the Superintendent, evidence for the evaluation portion of the Principal component will be determined through a minimum of two visits to the elementary school by the Superintendent. Other measures included in the evaluation include, Principal created materials (portfolio/resume), and/or other resources provided by the Principal. The goal is to create an accurate portrayal of the Principal's effectiveness and professional performance.*

*The Secondary Principal is also the Superintendent of the District. His evaluation will be performed by another trained administrator/independent evaluator from a neighboring school district. The evaluation will include at least two visits by the evaluator to the school for evidence collection and observation of the principal. Other measures included in the evaluation include, Principal created materials (portfolio/resume), and/or other resources provided by the Principal. The goal is to create an accurate portrayal of the Principal's effectiveness and professional performance.*

*The Principals will receive a final average score on the 1-4 rubric rating scale. The score will then be converted to a HEDI rating. The HEDI rating categories are:*

- 1.000 - 1.499 - Ineffective*
- 1.500 - 2.499 - Developing*
- 2.500 - 3.249 - Effective*
- 3.250 - 4.000 - Highly Effective*

*After calculating the final average rubric score it will be converted to a 60 point composite score.*

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

<assets/survey-uploads/5143/129777-pMADJ4gk6R/Principal Effectiveness 60 Point Conversion Chart.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.	3.250 - 4.000 - Highly Effective or 59 - 60 points on the composite
Effective: Overall performance and results meet standards.	2.500 - 3.249 - Effective or 57 - 58 points on the composite score

Developing: Overall performance and results need improvement in order to meet standards.	1.500 - 2.499 - Developing or 50 - 56 points on the composite score
Ineffective: Overall performance and results do not meet standards.	1.000 - 1.499 - Ineffective or 0 - 49 points on the composite score

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, May 15, 2012

Updated Tuesday, November 20, 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	57-58
Developing	50-56
Ineffective	0-49

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, May 15, 2012

Updated Monday, December 17, 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/5276/129779-Df0w3Xx5v6/Principal Improvement Plan Document.pdf](assets/survey-uploads/5276/129779-Df0w3Xx5v6/Principal%20Improvement%20Plan%20Document.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:

*All appeals of the Principal's evaluation will be forwarded to the CEWW BOCES District Superintendent or his designee for evaluation of the validity and merits of the appeal and a decision. The District Superintendent or his designee will review the appeal and if the appeal is deemed to have merits, the evaluation will be rectified within 30 days of the appeal. Only an ineffective or developing rating may be appealed. Consistent with NYS Education Law 3012-c any appeal will be timely and expeditious.*

### 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.

### *Principal Evaluator Training*

*The CEWW BOCES District Superintendent will ensure that all evaluators have been trained and that all lead evaluators (Directors of Special Education and CTE) have been trained and certified in accordance with regulation. The District will utilize the CEWW BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:*

- (1) The New York State Teaching Standards, the ISLLC Learning Standards, and their related elements and performance indicators 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;*
- (4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;*
- (7) Use of the Statewide Instructional Reporting System;*
- (8) The scoring methodology 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; and*
- (9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

*The CEWW BOCES District Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The CEWW BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations. The network team has established an ongoing professional development group with all of the Superintendents in the region and CEWW BOCES Directors this will help ensure inter-rater reliability across districts.*

*The lead evaluators will be annually certified by the Board of Education that employs the evaluator.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, May 15, 2012

Updated Friday, December 21, 2012

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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

<assets/survey-uploads/5581/129780-3Uqgn5g9Iu/Certification page.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.

## Methodology and scoring charts for 20 point growth scores. Table 2.11

The following charts may be used with SLO's for teachers who do not have a State provided Growth Score.

Teacher expectations for student growth/achievement on a SLO based on a State Assessment.

Performance Level	End: 1	End: 2	End: 3	End: 4
Start: 1	No	Yes	Yes	Yes
Start: 2	No	Yes	Yes	Yes
Start: 3	No	No	Yes	Yes
Start: 4	No	No	Yes	Yes

For a course with a Regents Examination the levels listed above equate to the following scores on both the pre-test and the Regents exam:

Level 1: 54 points or below

Level 2: 55-64 points

Level 3: 65 – 84 points

Level 4: 85-100 points

For courses with Regents exams each student will be given an assessment at the beginning of the course to determine prior knowledge in the subject area. This assessment will be similar to and cover content that will be on the Regents Examination at the end of the year. The students score will not be used in grade calculations, but will provide a baseline for each student from which growth can be measured. The percentage of students meeting growth expectations as defined above will be used to determine the teacher points for this area of the evaluation as listed in the table below.

For teachers in subject areas that do not have a State Assessment the building wide results for ELA and Math will be used to determine the growth component. The building wide result will be the average of results for grades 3 through 6, weighted for class size. These two areas have been selected due to their importance in overall academic performance and future success for students.

This will result in all teachers in grades K-6, who do not have a state provided growth score on State Assessments, receiving the same score for this component. It will be calculated according to the table below with both the ELA and Math scores from the 20 point scale will be weighted by the number of students taking the exams. (i.e. 49 Math students and 51 ELA students would result in 49% of the Math score being added to 51% of the English score.)

The same methodology will be used for teachers in grades 7-11 who do not have a State provided Growth Score. In this case the building wide score will be the average of the performance results on the grade 7 and 8 Math and ELA State Assessments with the 5 Required Regents (English, Integrated Algebra, Global Studies, U.S. History and the higher of Earth Science or Living Environment) again weighted on class size. The starting point for growth is based on a pre-test in Regents courses and the prior year State Assessment result in ELA and Math for students currently in grades 7 and 8.

For the teachers of grade 3 a pre-test similar to the 3<sup>rd</sup> grade state assessment will be used to determine the starting point for the student. This will be done in Math and ELA with the two growth scores being averaged based on the number of students taking each assessment.

## Methodology and scoring charts for 20 point growth scores. Table 2.11

For Global Studies 9 a pre-test and post-test modeled after the Global Regents will be used to determine growth for this teacher. The English 12 and Social 12 teachers will also use a pre-test and post-test to determine growth.

All assessments used in assessing student growth that are not state assessments will be locally developed by grade level or department teacher teams.

SLO's will be developed through collaboration between the principal and the teacher based on baseline data. Teachers that will receive a building growth score calculated locally will have SLO's that support the Common Core Learning Standards in ELA and Math.

The table below will be used for all SLO's to determine points for the growth component.

Percentage of showing growth	Points	Level
92% or more	20	Highly Effective
89-91%	19	Highly Effective
85-88%	18	Highly Effective
84%	17	Effective
83%	16	Effective
82%	15	Effective
81%	14	Effective
80%	13	Effective
78-79%	12	Effective
76-77%	11	Effective
74-75%	10	Effective
70-73%	9	Effective
67-69%	8	Developing
64-66%	7	Developing
61-63%	6	Developing
58-60%	5	Developing
55-57%	4	Developing
52-54%	3	Developing
49-51%	2	Ineffective
40-48%	1	Ineffective
0-39%	0	Ineffective

15 Point Table for Local Achievement for Teachers with a 25 Point State Value Added Growth Score

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
79-100	69-78	65-68	62-64	59-61	56-58	52-55	49-51	45-48	40-44	35-39	30-34	25-29	20-24	16-19	0-15

**20 Point Table for Local Achievement for Principals with a 20 point State Growth Score**

<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
79-100	77-78	75-76	73-74	71-72	69-70	67-68	65-66	62-64	59-61	56-58	54-55	50-53	45-49	40-44	35-39	30-34	25-29	20-24	16-19	0-15

TEACHER IMPROVEMENT PLAN WORKSHEET

Name \_\_\_\_\_ Bldg. \_\_\_\_\_ Gr./Subj. \_\_\_\_\_ Date \_\_\_\_\_ Evaluation \_\_\_\_\_

Area(s) Needing Improvement/Desired Outcomes	Action Steps Completed	Support/Resources Provided	Satisfactory Progress? (Provide comment for justification)	Area Satisfied?

Teacher's Comments: \_\_\_\_\_

Administrator's Comments: \_\_\_\_\_

\_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_ Association President \_\_\_\_\_ Date \_\_\_\_\_

I waive my right to CTA representation. \_\_\_\_\_

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

APPENDIX C

60 POINT TEACHER EFFECTIVENESS MEASURE CONVERSION CHART

Total Average Rubric Score	Category	Conversion Score for Composite
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Ineffective

1.000-1.007		0
1.008-1.016		1
1.017-1.024		2
1.025-1.032		3
1.033-1.041		4
1.042-1.049		5
1.050-1.057		6
1.058-1.066		7
1.067-1.074		8
1.075-1.082		9
1.083-1.091		10
1.092-1.099		11
1.100-1.107		12
1.108-1.114		13
1.115-1.122		14
1.123-1.130		15
1.131-1.137		16
1.138-1.145		17
1.146-1.153		18
1.154-1.161		19
1.162-1.168		20
1.169-1.176		21
1.177-1.184		22
1.185-1.191		23
1.192-1.199		24
1.200-1.207		25
1.208-1.216		26
1.217-1.224		27
1.225-1.232		28
1.233-1.241		29
1.242-1.249		30
1.250-1.257		31
1.258-1.266		32
1.267-1.274		33
1.275-1.282		34
1.283-1.291		35
1.292-1.299		36
1.300-1.307		37

1.308-1.316		38
1.317-1.324		39
1.325-1.332		40
1.333-1.341		41
1.342-1.349		42
1.350-1.357		43
1.358-1.366		44
1.367-1.374		45
1.375-1.382		46
1.383-1.391		47
1.392-1.399		48
1.400-1.499		49

**Developing**

1.5-1.649		50
1.65-1.799		51
1.800-1.949		52
1.950-2.009		53
2.100-2.249		54
2.250-2.399		55
2.400-2.499		56

**Effective**

2.500-2.849		57
2.850-3.249		58

**Highly Effective**

3.250-3.649		59
3.650-4.000		60

**20 Point Local Achievement Scale**

<b>Percent of Students Meeting Assessment Criteria</b>	<b>HEDI Score</b>	<b>HEDI Rating</b>
79 - 100	20	Highly Effective
77-78	19	Highly Effective
75-76	18	Highly Effective
73-74	17	Effective
71-72	16	Effective
69-70	15	Effective
67-68	14	Effective
65-66	13	Effective
62-64	12	Effective
59-61	11	Effective
56-58	10	Effective
54-55	9	Effective
50-53	8	Developing
45-49	7	Developing
40-44	6	Developing
35-39	5	Developing
30-34	4	Developing
25-29	3	Developing
20-24	2	Ineffective
16-19	1	Ineffective
0-15	0	Ineffective

**15 Point Local Achievement Scale**

<b>Percent of Students Meeting Assessment Criteria</b>	<b>HEDI Score</b>	<b>HEDI Rating</b>
79-100	15	Highly Effective
69-78	14	Highly Effective
65-68	13	Effective
62-64	12	Effective
59-61	11	Effective
56-58	10	Effective
52-55	9	Effective
49-51	8	Effective
45-48	7	Developing
40-44	6	Developing
35-39	5	Developing
30-34	4	Developing
25-29	3	Developing
20-24	2	Ineffective
16-19	1	Ineffective
0-15	0	Ineffective

The 20 point scale is for principals without a state provided Value Added Growth score. (There should be none.)

The 15 point scale is for principals with a state provided Value Added Growth score.

The percentatge of students scoring at level 3 or 4 on the state ELA and Math assessments or passing the 5 required Regents exams will be calculated as previously described to determine the building wide teacher points for Local Achievement.

## 60 Point Principal Effectiveness Measure Conversion Chart

Total Average Rubric Score	Category	Conversion Score for Composite
----------------------------	----------	--------------------------------

### Ineffective

1.000-1.007		0
1.008-1.016		1
1.017-1.024		2
1.025-1.032		3
1.033-1.041		4
1.042-1.049		5
1.050-1.057		6
1.058-1.066		7
1.067-1.074		8
1.075-1.082		9
1.083-1.091		10
1.092-1.099		11
1.100-1.107		12
1.108-1.114		13
1.115-1.122		14
1.123-1.130		15
1.131-1.137		16
1.138-1.145		17
1.146-1.153		18
1.154-1.161		19
1.162-1.169		20
1.170-1.176		21
1.177-1.184		22
1.185-1.191		23
1.192-1.199		24
1.200-1.207		25
1.208-1.216		26
1.217-1.224		27
1.225-1.232		28
1.233-1.241		29
1.242-1.249		30
1.250-1.257		31
1.258-1.266		32
1.267-1.274		33
1.275-1.282		34
1.283-1.291		35
1.292-1.299		36
1.300-1.307		37
1.308-1.316		38
1.317-1.324		39
1.325-1.332		40
1.333-1.341		41
1.342-1.349		42
1.350-1.357		43
1.358-1.366		44
1.367-1.374		45
1.375-1.382		46
1.383-1.391		47
1.392-1.399		48
1.400-1.499		49

## 60 Point Principal Effectiveness Measure Conversion Chart

### Developing

1.500-1.649		50
1.650-1.799		51
1.800-1.949		52
1.950-2.009		53
2.100-2.249		54
2.250-2.399		55
2.400-2.499		56

### Effective

2.500-2.999		57
3.000-3.499		58

### Highly Effective

3.500-3.649		59
3.650-4.000		60

**Principal Improvement Plan (To be completed by principal and evaluator.)**

Name \_\_\_\_\_ Bldg. \_\_\_\_\_ Date \_\_\_\_\_

Area(s) needing improvement/desired outcomes	Action steps (provide detailed description)	Support/resources to be provided	Identify principal's responsibilities and evaluator's responsibilities.	Benchmarks/Checkpoints (dates for progress checks)

Principal's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
date

\_\_\_\_\_  
Evaluator's signature

\_\_\_\_\_  
date

**Principal Improvement Plan Progress Assessment (To be completed by principal and evaluator.)**

Name \_\_\_\_\_ Bldg. \_\_\_\_\_ Date \_\_\_\_\_

Area(s) needing improvement/desired outcomes	Action steps completed	Support/resources provided	Satisfactory progress, yes or no? (Provide comment to justify response.)	Area satisfied, yes or no? (Provide comment to justify response.)

Principal's comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Principal's signature                      date

\_\_\_\_\_  
 Evaluator's signature                      date

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2012, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Date: 12/20/12

*John Farnsworth*

Teachers Union President Signature: Date: 12-20-12

*Kathi Trueme*

Administrative Union President Signature: Date: 12/20/12

*John Farnsworth*  
NA - NO ADMINISTRATIVE UNION

Board of Education President Signature: Date:

*[Signature]*