



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

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February 28, 2014

**Revised**

Matthew Reilly, Superintendent  
Clinton Central School District  
75 Chenango Avenue  
Clinton, NY 13323

Dear Superintendent Reilly:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: Howard D. Mettelman

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, December 20, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 411101060000

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

411101060000

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

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

CLINTON CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances   Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked
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## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or

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

State assessments, *required if one exists*

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Clinton CSD developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Clinton CSD developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Clinton CSD developed Grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the district approved post-assessment will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating.  The NYS Grade 3 ELA Assessment will be used to determine growth for students in 3rd Grade resulting in the teacher's HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Clinton CSD developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Clinton CSD developed Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Clinton CSD developed Grade 2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the district approved post-assessment will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating.  The NYS Grade 3 Math Assessment will be used to determine growth for students in 3rd Grade resulting in the teacher's HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Clinton CSD developed Grade 6 science assessment
7	District, regional or BOCES-developed assessment	Clinton CSD developed Grade 7 science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the district approved post-assessment or applicable NYS assessment will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Clinton CSD developed Grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Clinton CSD developed Grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Clinton CSD 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the district approved post-assessment will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 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	Clinton CSD developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the district approved post-assessment or Regents exam will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the Regents exam will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the Regents exam will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating. Students in common core courses will take both the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents. Teachers will use the higher of the two assessment scores in their HEDI calculations.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 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	Clinton CSD developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Clinton CSD developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Grade 11 ELA common core and comprehensive regents assessment

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common

Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Goals will be set for individual students based upon a district approved pre-assessment. Results on the district approved post-assessment or Regents exam will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating. Students will take the NYS Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores in their HEDI calculations.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Goals will be set for each individual student within the class. 89-100% students attaining set goals will score 18-20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Goals will be set for each individual student within the class. 75-88% students attaining set goals will score 9-17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Goals will be set for each individual student within the class. 65-74% students attaining set goals will score 3-8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Goals will be set for each individual student within the class. 0-64% students attaining set goals will score 0-2 points.

## 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
Music K-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific music assessments
Physical Education K-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific physical education assessments
Art K-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific art assessments
Technology 7-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific technology assessments
Health 7-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific health assessments
Family and Consumer Science 9-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific family and consumer science assessments
Business 9-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific business assessments
English 12	District, Regional or BOCES-developed	Clinton CSD developed Grade 12 ELA assessment
Spanish 7-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific Spanish assessments
French 7-12	District, Regional or BOCES-developed	Clinton CSD developed grade specific French assessments
Special Education K-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math grade specific assessments

Special Education 9-12	School/BOCES-wide/group/te am results based on State	NYS Core Subject Assessments (United States History and Government Regents Exam, Comprehensive and Common Core English Regents Examination, Integrated and Common Core Algebra I, Living Environment Regents Examination, Global History and Geography Regents Examination)
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For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Goals will be set for individual students based upon a district approved pre-assessment. Results on the district approved post-assessment or applicable NYS assessment will determine whether individual student growth has occurred (see chart). The percentage of students showing growth will in turn determine a teacher's HEDI rating.</p> <p>Students will take both the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents. Teachers will use the higher of the two assessment scores in their HEDI determination.</p> <p>Students will take the NYS Comprehensive and Common Core English Regents Assessments. Teachers will use the higher of the two assessment scores in their HEDI calculations.</p> <p>For special education teachers in grades K-8 will be using the average of the teacher's state provided growth measures in relation to the building the teachers work in. Special education teachers in grades 9-12 will have their HEDI score based upon a group measure in which they will average the HEDI scores from the teachers of the students they teach. They will be weighted according to the number of students they have in each of their corresponding teachers' classrooms. The chart in 2.11 will be used to convert a 25 point HEDI score to a 20 point HEDI score to help calculate a k-8 special education teacher's HEDI score. In the event that the combined HEDI score ends in a decimal, it will be rounded to the nearest whole number.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded charts in section 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded charts in section 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded charts in section 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded charts in section 2.11

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/870523-TXEttx9bQW/25 to 20 conversion chart, student growth band for SLO, SLO yes no chart.doc

## 2.12) Locally Developed Controls

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

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

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

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2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
5	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
6	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
7	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
8	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Teachers using the i-Ready software program will be rated on the average growth of all of their students. Pre-assessment results will be compared to summative assessment results to determine the score increase for each student. The students score increase is translated into a student's years of growth using the conversion chart below.</p> <p>Each grade level has a different score increase to represent the students varied needs at each grade level. These teachers will take the average growth in years for their entire grade level for the subject area they teach. For Locally Selected Measures of Growth/Achievement teachers in grades K-8 will be grouped according to subject area taught and grade level. The average growth in years for their associated students will correlate to a HEDI score (see attached table).</p> <p>The 20 point chart in task will be used until the Value Added Measure is implemented and a 15 point scale is mandatory. Both charts are uploaded in 3.13</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
5	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
6	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
7	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
8	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment

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

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

<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>Teachers using the i-Ready software program will be rated on the average growth of all of their students. Pre-assessment results will be compared to summative assessment results to determine the score increase for each student. The students score increase is translated into a student's years of growth using the conversion chart below.</p> <p>Each grade level has a different score increase to represent the students varied needs at each grade level. These teachers will take the average growth in years for their entire grade level for the subject area they teach. For Locally Selected Measures of Growth/Achievement teachers in grades K-8 will be grouped according to subject area taught and grade level. The average growth in years for their associated students will correlate to a HEDI score (see attached table).</p> <p>The 20 point chart in task will be used until the Value Added Measure is implemented and a 15 point scale is mandatory. Both charts are uploaded in 3.13</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.13</p>

### 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.

(No response)

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

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment
1	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment

2	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment
3	6(ii) School-wide measure computed locally	i-Ready Diagnostic 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.	Teachers using the i-Ready software program will be rated on the average growth of students. Growth from the i-Ready software program is determined by comparing the student's pre-assessment results to the summative assessment results to determine their score increase. This score increase will be translated into a number years of growth.  These teachers will take the average grade level increase for the subject area they teach, averaged and rounded to the nearest whole number, for the entire grade.  For Locally Selected Measures of Growth/Achievement teachers in grades K-8 will be grouped according to subject area taught and their grade level. Levels of growth will correlate to a 0-20 HEDI score as listed on the table below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Use the attached HEDI scoring growth chart. Range values for a highly effective rating vary from grade level to grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Use the attached HEDI scoring growth chart. Range values for an effective rating vary from grade level to grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Use the attached HEDI scoring growth chart. Range values for a developing rating vary from grade level to grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Use the attached HEDI scoring growth chart. Range values for an ineffective rating vary from grade level to grade level.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment
1	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment
2	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment
3	6(ii) School-wide measure computed locally	i-Ready Diagnostic 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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers using the i-Ready software program will be rated on the average growth of students. Growth from the i-Ready software program is determined by comparing the student's pre-assessment results to the summative assessment results to determine their score increase. Their score increase will be translated into a number of years in growth.</p> <p>These teachers will take the average grade level increase for the subject area they teach, averaged and rounded to the nearest whole number, for the entire grade.</p> <p>For Locally Selected Measures of Growth/Achievement teachers in grades K-8 will be grouped according to subject area taught and their grade level. Levels of growth will correlate to a 0-20 HEDI score as listed on the table below.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Use the attached HEDI scoring growth chart. Range values for a highly effective rating vary from grade level to grade level.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Use the attached HEDI scoring growth chart. Range values for an effective rating vary from grade level to grade level.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Use the attached HEDI scoring growth chart. Range values for a developing rating vary from grade level to grade level.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Use the attached HEDI scoring growth chart. Range values for an ineffective rating vary from grade level to grade level.</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Clinton CSD developed Grade 6 science assessment
7	6(ii) School wide measure computed locally	Clinton CSD developed Grade 7 science assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 science assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For Locally Selected Measures of Achievement teachers in grades K-8 will be grouped according to subject area taught and grade level. All teachers who teach in the same subject area will take an average of their locally selected measured achievement score to determine their overall score. A scoring mechanism that scales assessment scores on the locally developed and NYS administered assessments to performance levels that are calculated the same for all 6-8 science teachers will be used. In the case of a decimal, the building principal will round to the nearest whole number. Rounding will not result in the movement of a teacher between HEDI categories.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed/NYS assessments will be scored as follows:  Assessment scores Performance Level  0-43 = 1  44-64 = 2  65-84 = 3  85-100 = 4  Calculation  ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  divided by # of students tested  total score of 18-20 is highly effective</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed/NYS assessments will be scored as follows:  Assessment scores Performance Level  0-43 = 1  44-64 = 2  65-84 = 3  85-100 = 4  Calculation  ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  divided by # of students tested  total score of 9-17 is effective</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed/NYS assessments will be scored as follows:  Assessment scores Performance Level  0-43 = 1  44-64 = 2  65-84 = 3  85-100 = 4  Calculation  ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  divided by # of students tested  total score of 3-8 is developing</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed/NYS assessments will be scored as follows:  Assessment scores Performance Level  0-43 = 1  44-64 = 2  65-84 = 3  85-100 = 4  Calculation  ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  divided by # of students tested  total score of 0-2 is ineffective</p>

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Clinton CSD developed grade 6 social studies assessment
7	6(ii) School wide measure computed locally	Clinton CSD developed grade 7 social studies assessment
8	6(ii) School wide measure computed locally	Clinton CSD developed grade 8 social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Locally Selected Measures of Achievement, teachers in grades K-8 will be grouped according to subject area taught and grade level. All teachers who teach in the same subject area will take an average of their locally selected measured achievement score to determine their overall score. A scoring mechanism that scales assessment scores on the locally developed assessments to performance levels that are calculated the same for all 6-8 social studies teachers will be used. In the case of a decimal, the building principal will round to the nearest whole number. Rounding will not cause a teacher to move in between HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The locally developed assessments will be scored as follows: Assessment scores Performance Level 0-43 = 1 44-64 = 2 65-84 = 3 85-100 = 4 Calculation ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10 divided by # of students tested total score of 18-20 is highly effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The locally developed assessments will be scored as follows: Assessment scores Performance Level 0-43 = 1 44-64 = 2 65-84 = 3 85-100 = 4 Calculation ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10 divided by # of students tested total score of 9-17 is effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The locally developed assessments will be scored as follows: Assessment scores Performance Level 0-43 = 1

44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  
 divided by # of students tested  
 total score of 3-8 is developing

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

The locally developed assessments will be scored as follows:  
 Assessment scores Performance Level  
 0-43 = 1  
 44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  
 divided by # of students tested  
 total score of 0-2 is ineffective

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Clinton CSD developed Global 1 assessment, Global History and Geography Regents Examination, adn United States History and Government Regents Examination
Global 2	6(ii) School wide measure computed locally	Clinton CSD developed Global 1 assessment, Global History and Geography Regents Examination, adn United States History and Government Regents Examination
American History	6(ii) School wide measure computed locally	Clinton CSD developed Global 1 assessment, Global History and Geography Regents Examination, adn United States History and Government Regents Examination

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.

The high school will be departmentalized for the purposes of determining their locally selected measures of achievement. All teachers who teach in the same department will take an average of their locally selected measured achievement score to determine their overall score. This process will hold true for the following departments: social studies, English, foreign language, science, math, and special education. A scoring

mechanism that scales assessment scores on the locally developed and NYS administered assessments to performance levels that are calculated the same for all high school social studies teachers will be used. Standard rounding rules will be used to convert decimals to whole numbers. In no instance will rounding rules move a teacher to a different scoring band.

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

The locally developed/NYS assessments will be scored as follows:  
Assessment scores Performance Level  
0-43 = 1  
44-64 = 2  
65-84 = 3  
85-100 = 4  
Calculation  
 $(\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4}) \times 10$   
divided by # of students tested  
total score of 18-20 is highly effective

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

The locally developed/NYS assessments will be scored as follows:  
Assessment scores Performance Level  
0-43 = 1  
44-64 = 2  
65-84 = 3  
85-100 = 4  
Calculation  
 $(\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4}) \times 10$   
divided by # of students tested  
total score of 9-17 is effective

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

The locally developed/NYS assessments will be scored as follows:  
Assessment scores Performance Level  
0-43 = 1  
44-64 = 2  
65-84 = 3  
85-100 = 4  
Calculation  
 $(\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4}) \times 10$   
divided by # of students tested  
total score of 3-8 is developing

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

The locally developed/NYS assessments will be scored as follows:  
Assessment scores Performance Level  
0-43 = 1  
44-64 = 2  
65-84 = 3  
85-100 = 4  
Calculation  
 $(\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4}) \times 10$   
divided by # of students tested  
total score of 0-2 is ineffective

### 3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The high school will be departmentalized for the purposes of determining their locally selected measures of achievement. All teachers who teach in the same department will take an average of their locally selected measured achievement score to determine their overall score. This process will hold true for the following departments: social studies, English, foreign language, science, math, and special education. A scoring mechanism that scales assessment scores on the locally developed and NYS administered assessments to performance levels that are calculated the same for all high school science teachers will be used. Standard rounding rules will be used to convert decimals to whole numbers. In no instance will rounding rules move a teacher to a different scoring band.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The NYS assessments will be scored as follows: Assessment scores Performance Level 0-43 = 1 44-64 = 2 65-84 = 3 85-100 = 4 Calculation ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10 divided by # of students tested total score of 18-20 is highly effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The NYS assessments will be scored as follows: Assessment scores Performance Level 0-43 = 1 44-64 = 2 65-84 = 3

85-100 = 4  
 Calculation  
 ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  
 divided by # of students tested  
 total score of 3-8 is developing

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

The NYS assessments will be scored as follows:  
 Assessment scores Performance Level  
 0-43 = 1  
 44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  
 divided by # of students tested  
 total score of 9-17 is effective

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

The NYS assessments will be scored as follows:  
 Assessment scores Performance Level  
 0-43 = 1  
 44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 ( (#students scoring 2,3,4) + (#students scoring 3,4)) X 10  
 divided by # of students tested  
 total score of 0-2 is ineffective

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment or Integrated Algebra Regents Examination, Geometry Regents Examination, Algebra 2/Trigonometry Regents Examination
Geometry	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment or Integrated Algebra Regents Examination, Geometry Regents Examination, Algebra 2/Trigonometry Regents Examination
Algebra 2	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment or Integrated Algebra Regents Examination, Geometry Regents Examination, Algebra 2/Trigonometry Regents Examination

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The high school will be departmentalized for the purposes of determining their locally selected measures of achievement. All teachers who teach in the same department will take an average of their locally selected measured achievement score to determine their overall score. This process will hold true for the following departments: social studies, English, foreign language, science, math, and special education. A scoring mechanism that scales assessment scores on the locally developed and NYS administered assessments to performance levels that are calculated the same for all high school math teachers will be used. Standard rounding rules will be used to convert decimals to whole numbers. In no instance will rounding rules move a teacher to a different scoring band. Regarding the NYS Common Core Algebra 1 Regents Assessment or Integrated Algebra Regents Examination, the higher of the two scores will be used.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The NYS assessments will be scored as follows:          Assessment scores Performance Level          0-43 = 1          44-64 = 2          65-84 = 3          85-100 = 4          Calculation  <math>((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10</math>          divided by # of students tested          total score of 18-20 is highly effective</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The NYS assessments will be scored as follows:          Assessment scores Performance Level          0-43 = 1          44-64 = 2          65-84 = 3          85-100 = 4          Calculation  <math>((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10</math>          divided by # of students tested          total score of 9-17 is effective</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The NYS assessments will be scored as follows:          Assessment scores Performance Level          0-43 = 1          44-64 = 2          65-84 = 3          85-100 = 4          Calculation  <math>((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10</math>          divided by # of students tested          total score of 3-8 is developing</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The NYS assessments will be scored as follows:          Assessment scores Performance Level          0-43 = 1          44-64 = 2          65-84 = 3          85-100 = 4</p>

Calculation  
 $(\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4}) \times 10$   
 divided by # of students tested  
 total score of 0-2 is ineffective

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Clinton CSD developed Grade 9 ELA assessment, Clinton CSD developed Grade 10 ELA assessment, Comprehensive Comprehensive and Common Core English Regents Examination
Grade 10 ELA	6(ii) School wide measure computed locally	Clinton CSD developed Grade 9 ELA assessment, Clinton CSD developed Grade 10 ELA assessment, Comprehensive Comprehensive and Common Core English Regents Examination
Grade 11 ELA	6(ii) School wide measure computed locally	Clinton CSD developed Grade 9 ELA assessment, Clinton CSD developed Grade 10 ELA assessment, Comprehensive and Common Core English Regents Examination

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The high school will be departmentalized for the purposes of determining their locally selected measures of achievement. All teachers who teach in the same department will take an average of their locally selected measured achievement score to determine their overall score. This process will hold true for the following departments: social studies, English, foreign language, science, math, and special education. A scoring mechanism that scales assessment scores on the locally developed and NYS administered assessments to performance levels that are calculated the same for all high school English teachers will be used. Standard rounding rules will be used to convert decimals to whole numbers. In no instance will rounding rules move a teacher to a different scoring band.</p> <p>A student in common core courses will take both ELA regents</p>
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assessments and teachers will use the higher of the two scores for APPR purposes.

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

The locally developed/NYS assessments will be scored as follows:  
 Assessment scores Performance Level  
 0-43 = 1  
 44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 $((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10$   
 divided by # of students tested  
 total score of 18-20 is highly effective

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

The locally developed/NYS assessments will be scored as follows:  
 Assessment scores Performance Level  
 0-43 = 1  
 44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 $((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10$   
 divided by # of students tested  
 total score of 9-17 is effective

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

The locally developed/NYS assessments will be scored as follows:  
 Assessment scores Performance Level  
 0-43 = 1  
 44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 $((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10$   
 divided by # of students tested  
 total score of 3-8 is developing

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

The locally developed/NYS assessments will be scored as follows:  
 Assessment scores Performance Level  
 0-43 = 1  
 44-64 = 2  
 65-84 = 3  
 85-100 = 4  
 Calculation  
 $((\text{\#students scoring 2,3,4}) + (\text{\#students scoring 3,4})) \times 10$   
 divided by # of students tested  
 total score of 0-2 is ineffective

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Special Educaion K-8	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment

Special Education 9-12	6(ii) School wide measure computed locally	Clinton CSD developed subject area and grade specific assessment, NYS subject area assessments including the grade 11 ELA Comprehensive and Common Core English Regents, Global History and Geography Regents, US History and Government Regents, NYS Integrated Algebra Regents and NYS Common Core Algebra Regents, Geometry Regents, Algebra 2 and Trigonometry Regents, Living Environment Regents, Earth Science Regents, Chemistry Regents, Physics Regents
All Other Courses	5) District/regional/BOCES-developed	Clinton CSD locally developed grade specific assessments for each specific course

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For Special Education K-8, teachers' HEDI scores will be based on the average of the local measure HEDI scores for all teachers in the applicable building who administer iReady assessments to students they teach. HEDI scores will be weighted according to the number of students in a teacher's classroom who are instructed by the Special Education teacher. Normal rounding rules will apply. In no instance will rounding rules move a teacher to a different scoring band.</p> <p>For all other teachers, including 9-12 special education, teachers' HEDI scores will be calculated using the formula in 3.6-3.11. In the event that a HEDI score ends in a decimal, normal rounding rules will apply. In no instance will rounding rules move a teacher to a different scoring band.</p> <p>For Algebra 1 and ELA 11, students in CCLS courses are taking both Regents assessments. Teachers will use the higher of the two assessment scores in the HEDI calculations.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For Special Education K-8 teachers, HEDI scores will be the average of teachers' HEDI scores. For all other teachers, HEDI scores will be calculated using the formula found in 3.6-3.11
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Special Education K-8 teachers, HEDI scores will be the average of teachers' HEDI scores. For all other teachers, HEDI scores will be calculated using the formula found in 3.6-3.11
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Special Education K-8 teachers, HEDI scores will be the average of teachers' HEDI scores. For all other teachers, HEDI scores will be calculated using the formula found in 3.6-3.11
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Special Education K-8 teachers, HEDI scores will be the average of teachers' HEDI scores. For all other teachers, HEDI scores will be calculated using the formula found in 3.6-3.11

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/870524-y92vNseFa4/0-20 and 0-15 point class average growth chart for i-ready users submitted for the 2013-2014 APPR\_1.docx

### 3.14) Locally Developed Controls

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

(No response)

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For any teacher with multiple measures, the HEDI score for each measure will be weighted proportionally based on the number of students within each measure to arrive at one HEDI score for that teacher. Any score ending in a decimal will be rounded to the nearest whole number, rounding will not result in a teacher moving from one HEDI rating category to another.

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

V. Multiple Measures of Effectiveness – 60 of 100 Points  
(36 of 60 Composite Effectiveness Points: Formal and Informal Observations)

A. Based on the Enhancing Professional Practice: A Framework for Teaching; Charlotte Danielson, 2007

A total of two observations will be completed, one announced and one unannounced for a total of 36 of the possible 60 points.

For the announced observation, the pre-observation conference should take place 3-5 school days prior to the observation. The post-conference should take place no later than five (5) school days following the observation. The point value will be made known to the teacher no more than ten (10) school days following the observation. Teachers should bring a copy of the Common Core Lesson Plan Template and Pre-observation form to the pre-observation meeting as found in Appendix H.

For each unannounced observation, a teacher will receive multiple walk-through unannounced observations focusing on only domains two (2) and three (3). Each unannounced observation's total time will be tallied so that their sum is equal to a minimum of forty (40) minutes. For example, one teacher may receive four (4) unannounced walk-throughs at ten (10) minutes apiece totaling forty (40) minutes while another teacher may receive three (3) walk-throughs at fourteen (14) minutes apiece totaling 42 minutes.

Administrators will use the Unannounced Observation form in Appendix "i" to record their observational evidence. The evidence will be recorded and scored in accordance with the Danielson rubric. Evidence that was not observed will be tallied as a Not Available and will not be used against the teacher. Evidence that the administrator believes should have been present and was not, will be scored appropriately with the Danielson rubric and will be part of the teacher's total score. A teacher's unannounced observational score will be summative and elements that have been observed multiple times will be averaged and rounded to the nearest tenth.

Individual unannounced observational scores will be shared with the teacher within three (3) school days of the observation. The summative point value will be made known to the teacher no more than ten (10) school days following the final unannounced observation that put the teacher over a total of forty (40) minutes observed unless deemed by the administrator that the teacher needs an additional unannounced observation to collect additional evidence aligned with the Danielson rubric. All teaching standards will be evaluated by the end of the school year.

A teacher's portfolio will need to be turned in for an evaluation. Each announced observation will need to evaluate all four (4) of Danielson's domains. The portfolio will contain evidence on domain four. See section VI, A through D, for how domain four will be evaluated as part of a teacher's observation.

B. The rubric contains four domains that are broken into subsequent criteria. The contents of the domains are as follows:

#### Domain 1: Planning and Preparation

- a.) Demonstrating knowledge of pedagogy.
- b.) Demonstrating knowledge of students.
- c.) Setting instructional outcomes.
- d.) Demonstrating knowledge of resources.
- e.) Designing coherent instruction.
- f.) Designing student assessments.

#### Domain 2: Classroom Environment

- a.) Creating an environment of respect and rapport.
- b.) Establishing a culture for learning.
- c.) Managing classroom procedures.
- d.) Managing student behavior.
- e.) Organizing physical space.

#### Domain 3: Instruction

- a.) Communicating with students.
- b.) Using questioning and discussion techniques.
- c.) Engaging students in learning.
- d.) Using assessment in instruction.
- e.) Demonstrating flexibility and responsiveness.

#### Domain 4: Professional Responsibilities

- a.) Reflecting on teaching.
- b.) Maintaining accurate records.
- c.) Communicating with families.
- d.) Participating in a professional community.
- e.) Growing and developing professionally.

f.) Showing professionalism.

C. Each of the criteria listed above will be evaluated and rated on a four (4) point scale. These criteria will be averaged to determine each domain's overall score. All four domains will be weighted.

i) For announced observations domain 1 and 4 will be weighted 15% each. Domain 2 and 3 will be weighted 35% each.

ii) For unannounced observations, only domain 2 and 3 will be evaluated. Domain 2 and domain 3 will be worth 50% each.

D. The summative overall four point score for announced observations will be calculated as follows:

Domain 1 and 4 are weighted 15% - there are 6 components (a-f) for both Domain 1 and Domain 4. The administrator will average the elements in each component. For example component 4a has two elements; both of these elements will be averaged to get component's 4a score that will be used in the formula below.

$$\frac{a+b+c+d+e+f}{6} = \text{average}$$

$$\text{average} \times .15 = \text{overall domain 1 or 4 score}$$

Domain 2 and 3 are weighted 35% - there are 5 components (a-e) for both Domain 2 and Domain 3. The administrator will average the elements in each component. For example component 3a has four elements; all of these elements will be averaged to get component's 3a score that will be used in the formula below.

$$\frac{a+b+c+d+e}{5} = \text{average}$$

$$\text{average} \times .35 = \text{overall domain 2 or 3 score}$$

$$\text{Summative Overall Domain Score} = \text{Domains 1} + 2 + 3 + 4$$

E. The summative overall four point score for unannounced observations will be calculated as follows:

Domain 2 and 3 are weighted 50% - there are 5 components (a-e) for both Domain 2 and Domain 3. The administrator will average the elements in each component. For example component 3a has four elements; all of these elements will be averaged to get component's 3a score that will be used in the formula below.

$$\frac{a+b+c+d+e}{5} = \text{average}$$

$$\text{average} \times .50 = \text{overall domain 2 or 3 score}$$

$$\text{Summative Overall Domain Score} = \text{Domains 2} + 3$$

VI. Multiple Measures of Effectiveness – 60 of 100 Points  
(24 of 60 Composite Effectiveness Points: Portfolio – Collection of Artifacts)

A. There will be a single, summative review of a teacher's portfolio. The completed teacher portfolio needs to be turned into their respective administrator by the end of the school day on Friday, during the first week of March.

1. The data collected from this portfolio evaluation will be used for both the teachers announced observational score regarding domain four (4) and the teachers overall summative portfolio score ( $x/24$ ) in relation to Charlotte Danielson's rubric.

B. The portfolio will contain information regarding domain four (4) of Charlotte Danielson's rubric. These criteria are not easily observed in the classroom and therefore a collection of evidence supporting the teacher's ability to complete these criteria needs to occur.

1. A bulleted list of evidence should be turned in as the cover page to a teacher's portfolio if they are using a large number of additional pieces of evidence. This will help keep information organized and reviews timely. An example of a bulleted list can be found in Appendix I.

2. Having a large number of additional pieces of evidence does not mean a score will increase. Many pieces rated at an Effective level will keep an overall rating at Effective where as one strong piece of evidence supporting a Highly Effective rating would be sufficient.

C. Using the provided Domain 4a through Domain 4f check off sheets as a reference, located in each binder and in Appendix H, teachers will earn points for each domain's element by providing evidence of that elements completion.

D. Each of the domain's elements will be averaged to determine their total averaged score (1-4).

If a teacher does not complete a portfolio in all parts, they will earn a zero.

## VII. Final Multiple Measures of Effectiveness Score

A. Multiple Measures Conversion – 60% (60 points) of total composite score

A teacher's multiple measure of effectiveness rating will be calculated in one of two ways.

1. Teachers who do not receive a NYS growth score and/or do not use the I-Ready software program will have a composite score equal to the sum of the points earned from their announced observation ( $X/18$ ), summative unannounced observations ( $Y/18$ ), and their portfolio. This in turn converts to their HEDI rating for multiple measures (See chart under section VIII). These teachers will use the summative overall domain score as described in section 5c-5e for both their announced and unannounced observations.

i. These teachers will use the formula below to calculate their announced observational score.

A teacher's announced observation 18 point Score will be calculated using the following formula solving for "X".  
(Summative Overall Domain Score) (4.5) = X

X = teacher's announced observation score

ii. These teachers will use the formula below to calculate their un-announced observational score

A teacher's unannounced Observation 18 point Score will be calculated using the following formula solving for "Y".

(Summative Overall Domain Score) (4.5) = Y

Y = teacher's unannounced observation score

iii. These teachers will use the criteria below to calculate their summative portfolio score

For the summative portfolio evaluation, worth a total of 24 points, domain 4a through 4f will need to be summed to determine a teacher's total score. A teacher's final score will be rounded to the nearest whole number. A perfect score is worth 24 points. Points for each of the elements of the domain will be assigned according to the quality of the evidence presented as it aligns to the Danielson Rubric.

#### Example

For domain 4a a teacher averaged a 3.5

For domain 4b a teacher averaged a 4.0

For domain 4c a teacher averaged a 2.5

For domain 4d a teacher averaged a 3.0

For domain 4e a teacher averaged a 3.5

For domain 4f a teacher averaged a 3.0

The total summative score of domain 4 will be used for the teachers overall portfolio score, out of a possible 24 points.  $X = 19.5$

Note: A score of one (1) in all domains is equal to a score of zero (0) for a HEDI score.

2. Teachers who do receive a NYS growth score and do use the I-Ready software program will have a composite score from the conversion chart below

iv. These teachers will use the summative four (4) point scale as described in section 5c-5e for both their announced and unannounced observations.

v. A teacher's four (4.0) point scale for their portfolio will be determined as described below

For the summative portfolio evaluation, domain 4a through 4f will need to be averaged to determine a teacher's total score. A teacher's final score will be rounded to the nearest tenth. A perfect score is worth four (4.0) points. Points for each of the elements of the domain will be assigned according to the quality of the evidence presented as it aligns to the Danielson Rubric.

#### Example

For domain 4a a teacher averaged a 3.5

For domain 4b a teacher averaged a 4.0

For domain 4c a teacher averaged a 2.5

For domain 4d a teacher averaged a 3.0

For domain 4e a teacher averaged a 3.5

For domain 4f a teacher averaged a 3.0

The teacher's overall average for domain four (4), out of a possible four (4.0) points in the example above, is 3.25

vi. A teacher's four (4.0) point scale from their announced observation, unannounced observation and portfolio will be averaged then applied to the chart below (36/60 for observations and 24/60 for portfolio). This in turn converts to their HEDI rating for multiple measures of effectiveness.

See "Observations 1,2 and Portfolio Score Conversion Chart for teachers using I-Ready and earn a NYS growth score"

### VIII. Total Composite Teacher Score

A. To determine a teacher's total composite score (that does not use i-ready or earn a NYS growth score), you will add together his/her score for Growth (20%), Locally Selected Measures (20%) and Multiple Measures of Effectiveness Score (60%). This summative score will be used on the chart below to determine a teacher's overall HEDI rating.

See "Total Composite Score Breakdown for All Teachers"

Normal rounding rules apply

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

assets/survey-uploads/12179/870525-eka9yMJ855/Revised 4.5 Upload for 2013\_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A score is calculated for each teaching standards. These scores are combined for a total score. A total score of 59-60 is highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A score is calculated for each teaching standards. These scores are combined for a total score. A total score of 57-58 is effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score is calculated for each teaching standards. These scores are combined for a total score. A total score of 50-56 is developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A score is calculated for each teaching standards. These scores are combined for a total score. A total score of 0-49 is ineffective.

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

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, December 23, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/257973-Df0w3Xx5v6/TIP form.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals

A. Appeals of annual professional reviews are limited to those that rate a teacher as “ineffective” or “developing”.

B. What May be Challenged in an Appeal?

The appeal procedures allow the scope of appeals under Education Law 3012-c to the following subjects:

1. The Clinton Central School District’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
2. The adherence to the Commissioner’s regulations, as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The Clinton Central School District’s issuance and or implementation of the terms of the teacher improvement plan under Education Law 3012-c.

C. Prohibition against more than one appeal: A teacher may only file an appeal regarding the summative evaluation. All grounds for an appeal must be raised with specificity within the appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.

D. Burden of proof: In an appeal, the teacher has the burden of proving, by substantial evidence, the merits of his or her appeal.

E. Timeline for filing an appeal: All summative HEDI score appeals ending in an ineffective or developing score must be submitted in writing to the administrator no later than ten (10) school days from the date when the teacher receives his or her annual summative professional performance review. TIPs will be handled through the local grievance procedure. All information and evidence the teacher wants to have considered must be included in the written appeal. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

F. Appeal process: Upon receipt of the written appeal from the teacher, the administrator shall have ten (10) school days from the date of receipt to reply. If the administrator does not concur with the appeal and make any necessary and appropriate changes to the summative evaluation, the appeal will be rendered by a three-person review panel for an appeal concerning a teacher’s performance review. The Appeals Panel shall be a three member panel consisting of the Association President or his/her designee, a designee of the superintendent of schools and a third member jointly selected by the association and school district. If the association and school district are unable to mutually select the third panel member within 3 school days after the notification of appeal is received by the superintendent, the third panel member shall be selected by a random drawing from a pre-established list of 2 panelists as determined by the Union President and Superintendent. The Appeals Panel may modify the TIP, set aside the rating or uphold the rating. A written determination will be rendered within 15 school days of the panel receive of the appeal and submitted to the Superintendent.

In the event there is no uniformed opinion of the Appeals Panel, the matter will be sent to the Superintendent for final determination. Final determination will occur within five (5) school days of the Superintendent receiving the Appeals Panel recommendations.

The determination of the appeal pursuant to the above process is final and binding. The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subjected to any further appeal.

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

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

The Board of Education 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 the OHM BOCES Network Team evaluator/lead evaluator training in accordance with SED procedures and processes. The training will occur on a regular basis throughout the school year with the total training time of at least one school day. Re-certification and trainings will commensurate with SED expectations. Lead evaluator training will include training on:

1. NYS Teaching Standards and the ISLLC 2008 Leadership Standards
2. Evidence□based observation techniques
3. Application and use of the student growth and value□ added growth model
4. Application and use of State□approved teacher/principal rubrics
5. Application and use of any assessment tools you intend to use (e.g., portfolios, surveys, goals)
6. Application and use of any State□approved locally developed measures of student achievement you intend to use
7. Use of the Statewide Instructional Reporting System

8. The scoring methodology used by the department and/or your district

9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities

Upon completion of the initial year-long training for evaluators/lead evaluators, administration will be certified as lead evaluators. Administrators responsible for teacher evaluation will continue training on an annual basis through participation in the a annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continues growth in understanding of the teacher performance evaluation process. The OHM BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability for evaluators over time.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Monday, December 23, 2013

## Page 1

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

Not Applicable

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS grade 3-5 ELA and math assessments
6-8	(d) measures used by district for teacher evaluation	NYS grade 6-8 ELA and math assessments
9-12	(d) measures used by district for teacher evaluation	5 Gatekeeper Regents Exams (NYS Comprehensive and Common Core English Regents Assessments, NYS integrated and Common Core Algebra 1 Regents Assessments, NYS US History Regents Assessments, NYS Living Environment Regents Assessments, NYS Global Regents Assessments)

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The following formulas will be used to determine the locally selected measure score of a principal's APPR plan. The numerical data produced will be used to determine a principal's HEDI score. This will be used towards the principal's overall composite score. In the case of a decimal, the superintendent will round to the nearest whole number.</p> <p>The following formula and resulting calculations will be used to determine an administrators locally determined score between the range of 0-15:</p> <p><math>7.5 \times ((\# \text{ of students scoring } 2,3,4) + (\# \text{ of students scoring } 1))</math></p>
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3,4))/Total Students Tested

The following formula and resulting calculations will be used to determine an administrators locally determined score between the range of 0-20:

$$10 \times ((\# \text{ of students scoring } 2,3,4) + (\# \text{ of students scoring } 3,4))/\text{Total Students Tested}$$

Performance levels of students assessments are determined by their score on the summative assessment. A student score between the ranges of 85-100 is equal to a level 4. A student score between the ranges of 65-84 is equal to a level 3. A student score between the ranges of 44-64 is equal to a level 2. A student score between the ranges of 0-43 is equal to a level 1.

Regarding the grade 9-12 administrator, the students who are taking the NYS Comprehensive and Common Core English Regents Assessments, will use the higher of the two scores and the NYS integrated and Common Core Algebra 1 Regents Assessments will use the higher of the two scores.

Normal rounding rules will apply but not allow an administrator to move between HEDI categories.

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

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

(No response)

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

(No response)

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

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

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

Not Applicable

### 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, April 30, 2013

Updated Thursday, February 27, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

### I. Multiple Measures of Effectiveness—60 of 100 Points

Based on the Principal Evaluation Rubric by Kim Marshall – revised August 8, 2012

A minimum of two formal evaluations will be completed, one announced and one unannounced (one each semester) for a total of 30 points apiece (60 points for the school year). Multiple school visits will be conducted by the superintendent throughout the school year. Data and evidence collected from these visits will be combined with data collected from multiple other sources including but not limited to the following:

- Faculty meeting agendas
- Contributions made at administrative team meetings
- Timeliness of reports and compliance with reporting requirements
- Hiring processes, teacher improvement plan implementation, and teacher discipline
- School-to-home communications including newsletters and other updates
- Public celebrations and recognitions
- Coordination of grade level, team, or department meetings designed to improve instruction

The District will provide adequate training on the Marshall rubric in order to support the principal professionally.

The rubric is organized around six domains covering all aspects of a principal's job performance. Each domain is further broken into ten elements on which the evaluator will rate the performance of the principal on a scale of 1-4 corresponding to the HEDI rating system. The six domains are as follows:

1. Diagnosis and Planning
2. Priority Management and Communication
3. Curriculum and Data

- 4. Supervision, Evaluation, and Professional Development
- 5. Discipline and Parent Involvement
- 6. Management and External Relations

The points per each evaluation will be calculated as follows:

Each of the six domains will be counted equally in the overall score for each evaluation. Each of the sub-component scores will be rated on a scale of 1-4 and will be totaled to earn a score out of 40 points. Each domain will be rated on a 40 point scale using the suggested scoring conversions of the rubric. In evaluating principals on the rubric, when a disparity of two or more levels exists, the principal is responsible for providing evidence to support their self-evaluation. In the opinion of the evaluator, the evidence supports the higher rating, the evaluator will use the higher rating to calculate the principal's score.

Each domain score will then be converted to a score of (0-5) by dividing the domain score by 8.

Each of the domain scores will be added together to calculate the overall evaluation score based on a total of 30 points. The two 0-30 scores will be added together to arrive at the final HEDI score.

- Highly Effective 29-30
- Effective 27-28
- Developing 4-26
- Ineffective 0-3

If all of the elements within a domain are scored as a one (1) then that principal will be receive a rating of zero (0) for that domain.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	Points will be assigned according to 9.7 above: 58-60
Effective: Overall performance and results meet standards.	Points will be assigned according to 9.7 above: 54-57
Developing: Overall performance and results need improvement in order to meet standards.	Points will be assigned according to 9.7 above: 8-53
Ineffective: Overall performance and results do not meet standards.	Points will be assigned according to 9.7 above: 0-7

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	54-57
Developing	8-53
Ineffective	0-7

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, December 23, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	58-60
Effective	54-57
Developing	8-53
Ineffective	0-7

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/258087-Df0w3Xx5v6/PIP.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

## APPEALS

Appeals may only be filed for a composite score of ineffective or developing (below 75). Administration will have The scope of any appeals will be limited to the following subjects:

- The district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c
- The adherence to the Commissioner's regulations, as applicable to such reviews
- Compliance with locally negotiated procedures
- The district's issuance and/or implementation of the terms of the improvement plan under Education Law 3012-c

Multiple appeals regarding the same performance review or improvement plan may not be filed. Any grounds not raised at the time of the appeal shall be deemed waived. The administrator has the burden of demonstrating a clear legal right to the relief being requested as the burden of proof lies with the individual administrator filing the appeal.

Each total summative score, resulting in an ineffective or developing rating below a 75, appeal must be mailed by official letter no later than 10 school days of receiving the evaluation. PIP appeals will be handled through the local grievance procedure. The appeal must include any and all documentation specific to the point(s) of disagreement that will inform the district's decision. Any information not included at that time will not be considered. Upon submission of an appeal, the Superintendent will meet with the Association President to review the appeal. The administrator appealing the rating shall enjoy the right of representation of the Association throughout the process. The superintendent will render a decision in writing no later than 20 calendar days from the date the administrator filed the appeal. An administrator may appeal the superintendent's final decision to a committee of three people consisting of two retired administrators and a third person mutually agreed upon. All committee members must be trained in the certification process if they are not certified as lead evaluators. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools or his designee within fifteen (15) business days of receipt of the appeal. The committee's decision will be final.

All timelines stated within the appeals process will occur in a timely and expeditious manner in accordance with Education Law 3012-c.

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

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

All evaluators will be trained by the regional Network Team from OHM BOCES as per NYSED guidelines. The training will reinforce the required nine elements found in section 30-2.(b) of the Commissioner's Regulations as listed below.

1. NYS Teaching Standards and the ISLLC, 2008 Leadership Standards
2. Evidence-based observation techniques
3. Application and use of the student growth and value-added growth model
4. Application and use of State-approved teacher/principal rubrics
5. Application and use of any assessment tools you intend to use (e.g., portfolios, surveys, goals)
6. Application and use of any State-approved locally developed measures of student achievement you intend to use
7. Use of the Statewide Instructional Reporting System
8. The scoring methodology used by the department and/or your district
9. Specific considerations in evaluating teachers and principals of English language learners

Formal training will take place throughout the school year and during discussions in regularly scheduled administrative meetings. The Board of Education will certify the evaluator(s) only after they have completed all the workshops offered by the OHM BOCES Network Team. Inter-rater reliability will be ensured via the Network Team training sessions. Administrators will be recertified on a yearly basis after completing additional training as scheduled by the OHM BOCES Network Team. Total training for administrations will take a minimum of two school days.

### 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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### Page 1

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

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

<assets/survey-uploads/12158/870533-3Uqgn5g9Iu/APPR Cert. 2-28-14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Conversion Chart: 25 point HEDI growth score to a 20 point HEDI score

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

Student Growth Measure Scoring Band – the following scoring chart will be used to determine a teacher’s HEDI score when using a SLO. The percentage references the number of students showing growth on their summative assessment when compared to their pre-test.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	89-92%	88%	87%	86%	85%	83-84%	81-82%	79-80%	77-78%	75-76%	74%	72-73%	70-71%	68-69%	66-67%	65%	57-64%	46-56%	0-45%

The following chart will be used to determine if a student was able to show growth when their summative assessment is compared to their pre-test.

Performance Level	End: 1 <55	End: 2 55-64	End: 3 65-84	End: 4 85-100
Start: 1 <55	No	Yes	Yes	Yes
Start: 2 55-64	No	Yes	Yes	Yes
Start: 3 65-84	No	No	Yes	Yes
Start: 4 85-100	No	No	Yes	Yes

This chart is used to determine a teacher’s class average growth in years, from their class’s averaged scale score increase from their pre-assessment to their summative assessment using I-Ready.

All ELA and Math teachers in grades K-8 will be using this to help determine their locally selected measured growth score from 0-20 points.

The scores listed in the tables are the minimum values necessary to receive the corresponding HEDI point values

		<b>Reading</b>		Highly Effective				Effective						Developing						Ineffective				
		Points Earned		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
		Years of Growth		2	1.6 - 1.9	1.5	1.49	1.43	1.37	1.31	1.25	1.18	1.12	1.06	1	0.99	0.942	0.894	0.846	0.798	0.75	0.7 to 0.74	0.64	<0.64
Class	Grade K	96	84	72	71	68	64	60	57	53	49	46	42	40	39	38	36	34	33	31	29	20	<20	
Averaged	Grade 1	100	88	75	74	70	66	62	57	53	49	44	40	39	38	36	34	32	30	28	19	<19		
Scale	Grade 2	78	69	59	58	55	52	49	45	42	39	35	32	31	30	29	27	26	24	22	15	<15		
Score	Grade 3	72	63	54	53	51	47	44	41	38	35	32	29	28	27	26	24	23	21	20	14	<14		
Increase	Grade 4	66	58	50	49	46	43	40	36	33	30	26	23	22	21	20	19	18	17	16	11	<11		
From	Grade 5	46	41	35	34	32	30	28	25	23	21	18	16	15	14	14	14	13	12	11	8	<8		
i-Ready	Grade 6	50	44	38	37	35	32	28	25	22	19	16	13	12	12	11	11	10	9	8	6	<6		
Test	Grade 7	44	39	33	32	31	29	26	24	22	20	18	16	15	15	14	14	13	12	11	8	<8		
Results	Grade 8	53	46	39	38	36	33	29	26	23	20	17	14	13	13	12	12	11	10	9	7	<7		
		<b>Math</b>		Highly Effective				Effective						Developing						Ineffective				
		Points Earned		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
		Years of Growth		2	1.6 - 1.9	1.5	1.49	1.43	1.37	1.31	1.25	1.18	1.12	1.06	1	0.99	0.942	0.894	0.846	0.798	0.75	0.7 to 0.74	0.64	<0.64
Class	Grade K	96	84	72	71	66	61	55	50	44	39	33	28	27	26	25	24	22	21	20	13	<13		
Averaged	Grade 1	92	81	69	68	64	59	54	49	44	39	34	29	28	27	26	25	23	22	20	14	<14		
Scale	Grade 2	76	67	57	56	53	50	46	43	39	36	32	29	28	27	26	25	23	22	20	14	<14		
Score	Grade 3	84	74	63	62	58	54	50	45	41	37	32	28	27	26	25	24	22	21	20	13	<13		
Increase	Grade 4	82	72	62	61	58	54	51	47	44	40	37	33	32	31	30	28	26	25	23	16	<16		
From	Grade 5	52	46	39	38	36	34	31	29	26	24	21	19	18	18	17	16	15	14	13	9	<9		
i-Ready	Grade 6	48	42	36	35	33	31	28	25	23	20	18	15	14	14	13	13	12	11	11	7	<7		
Test	Grade 7	40	35	30	29	28	25	23	21	19	16	14	12	11	11	11	10	10	9	8	6	<6		
Results	Grade 8	42	37	32	31	29	27	24	22	20	18	15	13	12	12	12	11	10	10	9	6	<6		

Below is the 15 point HEDI scale to be used once a VAM model is approved.

<b>Reading</b>		Highly Effective			Effective								Developing					Ineffective				
Points Earned		15	14	14	13	12	11	10	10	9	9	8	8	7	6	6	5	4	3	2	1	0
Years of Growth		2	1.6 - 1.9	1.5	1.49	1.43	1.37	1.31	1.25	1.18	1.12	1.06	1	0.99	0.942	0.894	0.846	0.798	0.75	0.7 to 0.74	0.64	<0.64
Class	Grade K	96	84	72	71	68	64	60	57	53	49	46	42	41	39	37	35	33	31	29	20	<20
Averaged	Grade 1	100	88	75	74	70	66	62	57	53	49	44	40	39	38	36	34	32	30	28	19	<19
Scale	Grade 2	78	69	59	58	55	52	49	45	42	39	35	32	31	30	29	27	26	24	22	15	<15
Score	Grade 3	72	63	54	53	51	47	44	41	38	35	32	29	28	27	26	24	23	21	20	14	<14
Increase	Grade 4	66	58	50	49	46	43	40	36	33	30	26	23	22	21	20	19	18	17	16	11	<11
From	Grade 5	46	41	35	34	32	30	28	25	23	21	18	16	15	14	14	14	13	12	11	8	<8
i-Ready	Grade 6	50	44	38	37	35	32	28	25	22	19	16	13	12	12	11	11	10	9	8	6	<6
Test	Grade 7	44	39	33	32	31	29	26	24	22	20	18	16	15	15	14	14	13	12	11	8	<8
Results	Grade 8	53	46	39	38	36	33	29	26	23	20	17	14	13	13	12	12	11	10	9	7	<7
<b>Math</b>		Highly Effective			Effective								Developing					Ineffective				
Points Earned		15	14	14	13	12	11	10	10	9	9	8	8	7	6	6	5	4	3	2	1	0
Years of Growth		2	1.6 - 1.9	1.5	1.49	1.43	1.37	1.31	1.25	1.18	1.12	1.06	1	0.99	0.942	0.894	0.846	0.798	0.75	0.7 to 0.74	0.64	<0.64
Class	Grade K	96	84	72	71	66	61	55	50	44	39	33	28	27	26	25	24	22	21	20	13	<13
Averaged	Grade 1	92	81	69	68	64	59	54	49	44	39	34	29	28	27	26	25	23	22	20	14	<14
Scale	Grade 2	76	67	57	56	53	50	46	43	39	36	32	29	28	27	26	25	23	22	20	14	<14
Score	Grade 3	84	74	63	62	58	54	50	45	41	37	32	28	27	26	25	24	22	21	20	13	<13
Increase	Grade 4	82	72	62	61	58	54	51	47	44	40	37	33	32	31	30	28	26	25	23	16	<16
From	Grade 5	52	46	39	38	36	34	31	29	26	24	21	19	18	18	17	16	15	14	13	9	<9
i-Ready	Grade 6	48	42	36	35	33	31	28	25	23	20	18	15	14	14	13	13	12	11	11	7	<7
Test	Grade 7	40	35	30	29	28	25	23	21	19	16	14	12	11	11	11	10	10	9	8	6	<6
Results	Grade 8	42	37	32	31	29	27	24	22	20	18	15	13	12	12	12	11	10	10	9	6	<6

Observations 1,2 and Portfolio Score Conversion Chart for teachers using I-Ready and earn a NYS growth score

Rubric Score Observations 1,2 and Portfolio	Summative Score	Rating
1.0-1.1	0	
1.2-1.3	12	
1.4-1.5	25	<b>Ineffective</b>
1.6-1.7	37	
1.8-1.9	49	
2.0	50	
2.1	50.7	
2.2	51.4	
2.3	52.1	
2.4	52.8	
2.5	53.5	<b>Developing</b>
2.6	54.2	
2.7	54.9	
2.8	55.6	
2.9	56.3	
3.0	57.0	
3.1	57.2	
3.2	57.4	<b>Effective</b>
2.3	57.6	
3.4	57.8	
3.5	58.0	
3.6	59.0	
3.7	59.3	
3.8	59.6	<b>Highly Effective</b>
3.9	59.9	
4.0	60.0	

Total Composite Score Breakdown for All Teachers

<b>HEDI</b>	<b>Growth or Comparable Measure</b>	<b>Locally-Selected Measures of Growth or Achievement</b>	<b>Multiple Measures of Effectiveness</b>	<b>Overall Composite Score</b>
<b>Highly Effective</b>	18 – 20	18 – 20	59 – 60	91 – 100
<b>Effective</b>	9 – 17	9 – 17	57 – 58	75 – 90
<b>Developing</b>	3 – 8	3 – 8	50 – 56	65 – 74
<b>Ineffective</b>	0 – 2	0 – 2	0 – 49	0 – 64

**Appendix H**

## *Domain 4a Check Off*

Each of the Following five (3) artifacts must be present at each announced observational conference.

<b>Samples</b>	<b>Date of Conferences to Evaluate Evidence</b>		
<p><b><u>Common Core Lesson Plan Template and Pre-Observation</u></b> for the corresponding observation. <i>completed by teacher prior to the post conf. meeting</i></p>			
<p><b><u>Lesson Reflection and Post Conference Question Template</u></b> <i>completed by teacher prior to the post conf. meeting</i></p>			
<p><b><u>Curriculum Map</u></b> <i>For the class the observation occurred in</i></p>			

Supplemental Information

<p><b><u>Additional Evidence</u></b> Provide a brief description of this evidence on your cover page, appendix "i"</p>			
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## Common Core Lesson Plan Template and Pre-observation Form (v.1)

<b>Subject:</b>	<b>Grade:</b>	<b>Teacher:</b>	<b>Building:</b>
<b>Lesson Element</b>			
<b>1. Common Core or New York State Learning Standard(s) Addressed:</b>			
<b>2. Instructional Outcome(s): What will students know and do as a result of this lesson?</b>			
<b>3. Relevant/Rational: Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning? How does it connect to prior knowledge?</b>			
<b>4. Activities/Tasks: What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?</b>			

**5. Differentiation: How will you ensure that all students have access to and are engaged appropriately in this lesson? Consider all aspects of student diversity and note a description of exceptional students.**

**6. Modifications/Accommodations: What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class?**

**7. Closure: How will you wrap up your lesson?**

**8. Formative Assessment Criteria for Success: How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?**

**9. Is there anything you would like me to specifically observe during this lesson?**

**10. Resources/Materials: What texts, digital resources and materials will be used in this lesson?**

**Pre-Observation & Lesson Plan Template (v.2)**

**Teacher:** \_\_\_\_\_

**Date:**

**Period/Time:**

**Subject/Grade Level:**



**MATERIALS/COPIES NEEDED:**

Student Population: (Briefly describe the students in this class.

Be specific.)

TOPIC:

LESSON OUTCOME: (What do you want students to learn?)

ESSENTIAL QUESTION:

1. Unit:
2. Lesson:

CURRICULUM CONNECTION: (How does this learning fit into the sequence for this class?)

LESSON:



What do you want your administrator to observe during your lesson?

A. Introduction:	Motivation?
1. Intro. Review Activity:	<b>What is the Relevance/Rationale for this lesson?</b> (Check all that apply) <input type="checkbox"/> Will be on test <input type="checkbox"/> intrinsically interesting <input type="checkbox"/> important to their future Explain: _____ <input type="checkbox"/> connects with their lives
2. Intro. Focus:	Explain: _____
B. Procedure:	
1. Activity #1: a. background info:  b. procedure & modeling:  c. practice & feedback:  2. Activity #2:	Explain: _____ <input type="checkbox"/> I'll bribe them <input type="checkbox"/> has imagination/surprise  <b>Multiple Intelligences Addressed Activity:</b> (Check all that apply) <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Bodily kinesthetic

a. background info:

b. procedure & modeling:

c. practice & feedback:

### C. Closure:

1. Closure activity/formative assessment:

(How will you know if your lesson outcome is met?)

2. Homework:

### EVALUATION:



#### A. Learners:

##### STANDARDS:

##### Common Core ELA/Science/SS/Tech. Subjects (check all that apply)

- Reading :Text complexity and the growth of comprehension
- Writing :Text types, responding to reading, research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use, and vocabulary

##### Common Core Math

- Practice Standards (check all that apply)
  - Make sense of problems and persevere in solving them
  - Reason abstractly and quantitatively
  - Construct viable arguments and critique the reasoning of others
  - Model with mathematics
  - Use appropriate tools strategically
  - Attend to precision



**Modifications/Accommodations:** What curriculum modifications and/or classroom accommodations will you make for students with disabilities?

Push-in teacher



#### Other Adaptations Required?

**Access for all:** How will you ensure that all students have access to the lesson? (Check all that apply)

Guided notes



#### B. Teacher/Lesson:

KEEP IT

CHANGE IT

# Lesson Reflection and Post Conference Question Template

Name \_\_\_\_\_ Grade/Subject

\_\_\_\_\_

Observation Date \_\_\_\_\_ Post Conference Date

\_\_\_\_\_

1. As you reflect on the lesson, to what extent were students productively engaged (Components 4a, 1e, 3c). Did the students learn what you intended for them to learn? How do you know?
2. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources.) To what extent were they effective?
3. Did you depart from your plan? If so, how, and why?
4. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
5. If you had a chance to teach this lesson again to the same group of students, what would you do differently?
6. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

7. What can the observer do to support your professional development?

8. Is there any additional information from this lesson that you would like to share?

*Teacher's Signature/Date* \_\_\_\_\_

*Administrator's Signature/Date* \_\_\_\_\_

*Lesson Reflection and Pre-Conference, Danielson 2007*

# Domain 4b Check Off

Evidence	Date of Conferences to Evaluate Evidence		
<b>Element</b> <i>Student completion of assignments</i>			
<b><u>Grade Book (hard copy or electronic print out)</u></b> <i>Must be present at each conference</i>			
<b><u>Additional Evidence</u></b> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Student progress in learning</i> <i>*Criteria – have at least one of the following for each conference and have the criteria updated for each conference*</i>			
<b><u>Grade Book (hard copy or electronic print out)</u></b>			
<b><u>i-Ready Data</u></b>			
<b><u>Additional Evidence</u></b> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Non-instructional records</i>			
<b><u>Attendance</u></b> <i>Report will be presented at each conference to check the accuracy and frequency at which class attendance is being recorded</i>			
<b><u>Additional Evidence</u></b> Provide a brief description of this evidence on your cover page, appendix "i"			

# Domain 4c Check Off

Evidence	Date of Conferences to Evaluate Evidence		
<b>Element</b> <i>Information about the instructional program</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<u><b>Letter of Introduction to Parents Including Grading Policy if applicable</b></u> <i>*Reminder, annual presentation of grading policy to parents is a Board Policy</i> <i>*This can only be used once</i>			
<u><b>Class Newsletters and/or Articles for Building Newsletter</b></u>			
<u><b>Additional Evidence</b></u> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Information about individual students</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<u><b>Parent Communication Log Including Phone Calls/E-mails/etc.</b></u>			
<u><b>Copies of Notes to Parents Concerning Student Achievements/Behaviors</b></u>			
<u><b>Additional Evidence</b></u> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Engagement of families in the instructional program</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<u><b>Evidence for consistent webpage updates (brain honey, e-board, etc.)</b></u>			
<u><b>Parental Invitational Events (such as art shows, concerts, etc. where parents are invited to attend)</b></u>			
<u><b>Open House Materials and Handouts Including Classroom Expectations, Curriculum Outline</b></u> <i>*Can only be used once</i>			

<p><b><u>Web Based Learning Resources</u></b> <i>(ex. IXL, Castle Learning)</i></p>			
<p><b><u>Additional Evidence</u></b> Provide a brief description of this evidence on your cover page, appendix "i"</p>			

## Domain 4d Check Off

Evidence	Date of Conferences to Evaluate Evidence		
<b>Element</b> <i>Relationships with colleagues</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>Department Meeting Minutes</b>			
<b>Grade Level Meeting Minutes</b>			
<b>Curriculum Team Meeting Minutes</b>			
<u><b>Additional Evidence</b></u> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Involvement in a culture of professional inquiry</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>Use of professionals to enrich program</b>			
<b>Participation in professional development workshops and conferences (provide evidence)</b>			
<u><b>Additional Evidence</b></u> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Service to the school</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>PTA Membership (Used Once)</b>			
<b>Club Advisors (Use the same activity only once)</b>			
<b>Coaching</b>			
<b>Voluntary School Service (Participation in PTA meetings, science fair judging, etc.)</b>			
<u><b>Additional Evidence</b></u> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Participation in school and district projects</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			

<p><b>Community volunteer work, outside of the school day that positively impacts Clinton Central School District</b> (once per event such as ABC, Dollars for Scholars, Letters to Troops, Ride for Missing Children participation, etc.)</p>			
<p><b>Participation in School initiatives (committees, activities, events)</b></p>			
<p><b><u>Additional Evidence</u></b> Provide a brief description of this evidence on your cover page, appendix "i"</p>			

# Domain 4E Check Off

Evidence	Date of Conferences to Evaluate Evidence		
<b>Element</b> <i>Enhancement of content knowledge and pedagogical skill</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>Attending special events, lectures, and workshops outside of the school day to stay current in content area (completion certificate required)</b>			
<b>Professional organizations and memberships to the teaching profession not including PTA or CTA except for Executive Board Members</b>			
<u><b>Additional Evidence</b></u> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Receptivity to feedback from colleagues</i>			
<b>Receptivity to post conference criteria from administrator</b>			
<u><b>Additional Evidence</b></u> Provide a brief description of this evidence on your cover page, appendix "i"			
<b>Element</b> <i>Service to the profession</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>Faculty Presentations (pedagogy, newly learned instructional techniques, NYS updates in content area, etc.)</b>			
<b>Mentoring of New Teacher</b>			
<b>Presentations for professional educationally relevant organizations</b>			
<b>Professionally represents the district at BOCES, Regional, State or Local levels (Teacher Ambassadors, regional scoring, Clinton Music Parents Group, etc.)</b>			

<p style="text-align: center;"><b><u>Additional Evidence</u></b> Provide a brief description of this evidence on your cover page, appendix "i"</p>			

# Domain 4f Check Off

Evidence	Date of Conferences to Evaluate Evidence		
<b>Element</b> <i>Integrity and ethical conduct</i>			
<i>This element is assumed met with a Highly Effective score unless evidence is presented otherwise</i>			
<b>Element</b> <i>Service to students</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>Participation in CSE meetings</b>			
<b>Written letters of recommendation for students</b>			
<b>Tutoring students or providing additional resources to students outside of instructional periods</b>			
<p style="text-align: center;"><b><u>Additional Evidence</u></b></p> <p style="text-align: center;">Provide a brief description of this evidence on your cover page, appendix "i"</p>			
<b>Element</b> <i>Advocacy</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>Presentation to the Board of Education about educational program</b>			
<b>Report Cards /Progress Reports are completed on time with comments that will help students increase their academic achievement and growth</b>			
<p style="text-align: center;"><b><u>Additional Evidence</u></b></p> <p style="text-align: center;">Provide a brief description of this evidence on your cover page, appendix "i"</p>			
<b>Element</b> <i>Decision Making</i> <i>*Criteria – have at least one of the following for each conference, updated for each conference*</i>			
<b>Team Leader/Department Leader</b>			
<b>Actively participating in department, grade level, and/or curriculum meetings (share minutes)</b>			
<p style="text-align: center;"><b><u>Additional Evidence</u></b></p> <p style="text-align: center;">Provide a brief description of this evidence on your cover page, appendix "i"</p>			

**Element**

*Compliance with School and District Regulations*

*This element is assumed met with a Highly Effective score unless evidence is presented otherwise*

# Appendix I (1/2)

## Unannounced Observation Forms

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Subject \_\_\_\_\_

Start Time \_\_\_\_\_ am pm End Time \_\_\_\_\_ am pm

DOMAIN 2: The Classroom Environment					
2a. Creating an Environment of Respect and Rapport					
Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Teacher Interaction with Students</b>					
<i>Evidence:</i>					
<b>Student Interactions with Other Students</b>					
<i>Evidence:</i>					

2b. Establishing a Culture for Learning					
Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Importance of the Content</b>					
<i>Evidence:</i>					

<b>Expectations for Learning and Achievement</b>					
<i>Evidence:</i>					
<b>Student Pride in Work</b>					
<i>Evidence:</i>					

<b>2c. Managing Classroom Procedures</b>					
<b>Element</b>	<b>Level of Performance</b>				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Management of Instructional Groups</b>					
<i>Evidence:</i>					
<b>Management of Transitions</b>					
<i>Evidence:</i>					
<b>Management of Materials and Supplies</b>					
<i>Evidence:</i>					

<b>Performance of Non-instructional Duties</b>					
--	--	--	--	--	--

*Evidence:*

<b>Supervision of Volunteers and Paraprofessionals</b>					
--	--	--	--	--	--

*Evidence:*

**2d. Managing Student Behavior**

Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed

<b>Expectations</b>					
---------------------	--	--	--	--	--

*Evidence:*

<b>Monitoring of Student Behavior</b>					
---------------------------------------	--	--	--	--	--

*Evidence:*

<b>Response to Student Misbehavior</b>					
--	--	--	--	--	--

*Evidence:*

**2e. Organizing Physical Space**

Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Safety and Accessibility</b>					
<i>Evidence:</i>					
<b>Arrangement of Furniture and Use of Physical Space</b>					
<i>Evidence:</i>					

-----

**DOMAIN 3: Instruction**

**3a. Communicating with Students**

Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Expectations for Learning</b>					
<i>Evidence:</i>					
<b>Directions and Procedures</b>					
<i>Evidence:</i>					

<b>Explanations of Content</b>					
<i>Evidence:</i>					
<b>Use of Oral and Written Language</b>					
<i>Evidence:</i>					

<b>3b. Using Questioning and Discussion Techniques</b>					
<b>Element</b>	<b>Level of Performance</b>				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Quality of Questions</b>					
<i>Evidence:</i>					
<b>Discussion Techniques</b>					
<i>Evidence:</i>					
<b>Student Participation</b>					
<i>Evidence:</i>					

### 3c. Engaging Students in Learning

Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Activities and Assignments</b>					
<i>Evidence:</i>					
<b>Grouping of Students</b>					
<i>Evidence:</i>					
<b>Instructional Materials and Resources</b>					
<i>Evidence:</i>					
<b>Structure and Pacing</b>					
<i>Evidence:</i>					

### 3d. Using Assessment in Instruction

Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Assessment Criteria</b>					

<i>Evidence:</i>					
<b>Monitoring of Student Learning</b>					
<i>Evidence:</i>					
<b>Feedback to Students</b>					
<i>Evidence:</i>					
<b>Student Self-Assessment and Monitoring of Progress</b>					
<i>Evidence:</i>					

<b>3e. Demonstrating Flexibility and Responsiveness</b>					
Element	Level of Performance				
	Ineffective	Developing	Effective	Highly Effective	Not Observed
<b>Lesson Adjustment</b>					
<i>Evidence:</i>					
<b>Response to Students</b>					
<i>Evidence:</i>					
<b>Persistence</b>					

Evidence:					

Administrator's Observational Notes

Administrative Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Signatures

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

*A signature only indicates receipt of this document, (1) one copy for administrator/ (1) one copy for teacher*

## **Appendix I (2/2, additional details)**

An example of a bulleted list cover page for portfolios containing additional pieces of evidence. A teacher would have a brief description for each additional pieces of evidence they present. The focus should be on a few, strong pieces of evidence to a Highly Effective Score.

### **1. Domain 4 a**

- a. Additional Evidence
  - i. Brief description of teacher evidence presented
  - ii. Etc.

### **2. Domain 4 b**

- a. Additional Evidence
  - i. Brief description of teacher evidence presented
  - ii. Etc.

### **3. Domain 4 c**

- a. Additional Evidence
  - i. Brief description of teacher evidence presented
  - ii. Etc.

### **4. Domain 4 d**

- a. Additional Evidence
  - i. Brief description of teacher evidence presented
  - ii. Etc.

### **5. Domain 4 e**

- a. Additional Evidence
  - i. Brief description of teacher evidence presented
  - ii. Etc.

### **6. Domain 4 f**

- a. Additional Evidence
  - i. Brief description of teacher evidence presented
  - ii. Etc.

# Appendix B

## Teacher Improvement Plan

Career Level	Status	Date of Final Evaluation
<input type="checkbox"/> Non-Tenured	<input type="checkbox"/> 1 <sup>st</sup> Year Probationary	
<input type="checkbox"/> Tenured	<input type="checkbox"/> 2 <sup>nd</sup> Year Probationary	
<input type="checkbox"/> Other	<input type="checkbox"/> 3 <sup>rd</sup> Year Probationary	

*The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher's request. A TIP is not a disciplinary action. At the end of the mutually agreed upon timeline, the teacher and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.*

Teacher	Position
Tenure Area	Observation Dates
Observer	School/Location

Place a check mark in the box next to any domain that is rated as Developing or Ineffective:

<input type="checkbox"/> Planning & Preparation	<input type="checkbox"/> Classroom Environment
<input type="checkbox"/> Instruction	<input type="checkbox"/> Professional Responsibilities

In the space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher's improvement in the areas listed; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Data Results

Identified Area(s) in Need of Improvement

Action Plan

How Will the Improvement be Assessed?

Timeline

Teacher	Date
Building Principal	Date
CTA President	Date
Superintendent	Date



## Clinton Central School District Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_

Academic Year \_\_\_\_\_

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

Evidence to be provided for Goal Achievement:

**Assessment Summary:** Superintendent is to attach a narrative summary of improvement progress, including verifying the provision of support and resources as outlined above no later than 10 school days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Principal \_\_\_\_\_ Date \_\_\_\_\_

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

CAA President \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

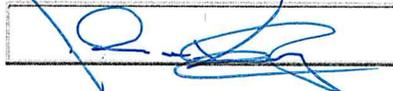
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators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

**Signatures, dates**

Superintendent Signature:      Date:

 2-28-14

Teachers Union President Signature:      Date:

 2-28-14

Administrative Union President Signature:      Date:

 2-28-14

Board of Education President Signature:      Date:

 2/28/14