



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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January 3, 2013

Lynn Macan, Superintendent
Cobleskill-Richmondville Central School District
155 Washington Ave.
Cobleskill, NY 12043

Dear Superintendent Macan:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, June 19, 2012

Updated Saturday, December 29, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 541102060000

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

541102060000

1.2) School District Name: COBLESKILL-RICHMONDVILLE CSD

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

COBLESKILL-RICHMONDVILLE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- Virtual AP Incentive Program (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, June 19, 2012

Updated Saturday, December 29, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	NWEA Measure of Academic Progress- Primary Grades
1	State-approved 3rd party assessment	NWEA Measure of Academic Progress- Primary Grades
2	State-approved 3rd party assessment	NWEA Measure of Academic Progress- Primary Grades

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>The percentage of students (85%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The percentage of students (70%-84%) who meet or exceed the targeted amount of growth is at or near the projected level.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>The percentage of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>The percentage of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.</p>

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	State-approved 3rd party assessment	NWEA Measure of Academic Progress- Primary Grades
1	State-approved 3rd party assessment	NWEA Measure of Academic Progress - Primary Grades
2	State-approved 3rd party assessment	NWEA Measure of Academic Progress - Primary Grades
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Every student will be given a pre-assessment at the beginning of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. the HEDI ratings will be determined by the percent of students who meet the growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>The percentage of students (85%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The percentage of students (70%-84%) who meet or exceed the targeted amount of growth is at or near the projected level.</p>

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ther percentage of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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	Cobleskill-Richmondville CSD developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	Cobleskill-Richmondville CSD developed 7th grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students (85%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (70%-84%) who meet or exceed that targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth target for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (85%-100%) who meet or exceed that targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (70%-84%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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	Cobleskill-Richmondville CSD developed Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to get the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI rating will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percent of students (85%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percent of students (70%-84%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percent of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percent of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI rating will be determined by the percent of students who meet the growth target.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (85%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (70%-84%) who meet or exceed that targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than what was expected.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI rating will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (85%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (70%-84%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	the percentage of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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	Cobleskill-Richmondville CSD developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cobleskill-Richmondville CSD developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS ELA Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI rating will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (85%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (70%-84%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (60%-69%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-59%) who meet or exceed the targeted amount of growth is significantly lower than expected.

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
Special Education Teachers of Alternative Assessment Students	State Assessment	NYSAA Assessment

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

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

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

3. Local Measures (Teachers)

Created Thursday, December 27, 2012

Updated Wednesday, January 02, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - ELA
5	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - ELA
6	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 6th Grade ELA Assessment

7	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 7th Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 8th Grade ELA Assessment

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

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

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.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (65%-84%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (45-64%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-44%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Math
5	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Math
6	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Math
7	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Math
8	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (65%-84%) who meet or exceed the targeted achievement level is are or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (45%-64%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-44%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/292402-rhJdBgDruP/Table 3.3.docx>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Primary Grades
1	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Primary Grades

2	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Primary Grades
3	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 3rd Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year to establish baseline data. For NWEA, HEDI will be based upon the percentage of students reaching the proficiency target established by NWEA (vendor). For Cobleskill-Richmondville developed assessments, HEDI will be allocated to a teacher based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Primary Grades
1	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Primary Grades
2	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress - Primary Grades
3	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 3rd Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 6th Grade Science Performance Assessment
7	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 7th Grade Science Performance Ass
8	7) Student Learning Objectives	SLO based on NYS 8th Grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year to establish baseline data. For Cobleskill-Richmondville developed assessments and the Science 8 based assessment, the principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. HEDI will be allocated to
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	a teacher based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES-developed assessments	Cobleskill-Richmondville CSD developed 6th Grade Social Studies Performance Assessment
7	5) District, regional, or BOCES-developed assessments	Cobleskill-Richmondville CSD developed 7th Grade Social Studies Performance Assessment
8	5) District, regional, or BOCES-developed assessments	Cobleskill-Richmondville CSD developed 8th Grade Social Studies Performance 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.	Every student will be given a pre-assessment at the start of the school year to establish baseline data. For Cobleskill-Richmondville developed assessments, the principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. HEDI will be allocated to a teacher based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at or near the projected level.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES—developed assessments	Cobleskill-Richmondville CSD developed Global 1 Performance Assessment
Global 2	7) Student Learning Objectives	SLO Based on NYS Regents Exam in Global History
American History	7) Student Learning Objectives	SLO based on NYS Regents Exam in American History

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.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. For each of the identified assessments, HEDI will be allocated to a teacher based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	SLO based on NYS Regents Exam in Living Environment
Earth Science	7) Student Learning Objectives	SLO Based on NYS Regents Exam in Earth Science
Chemistry	7) Student Learning Objectives	SLO Based on NYS Regents Exam in Chemistry
Physics	7) Student Learning Objectives	SLO Based on NYS Regents Examin Physics

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.	Every student will be given a pre-assessment at the start of the school year to establish baseline data. The teacher and principal will meet to examine baseline data and determine the proficiency targets for students. HEDI will be allocated based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at or near the projected level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement is significantly lower than what was projected.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	SLO based on NYS Regents Exam in Algebra 1
Geometry	7) Student Learning Objectives	SLO based on NYS Regents Exam in Geometry
Algebra 2	7) Student Learning Objectives	SLO Based on NYS Regents Exam in Algebra 2

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year to establish baseline data. The teacher and principal will meet to examine baseline data and determine the proficiency targets for students. HEDI will be allocated based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 9th Grade ELA Performance Assessment

Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Cobleskill-Richmondville CSD developed 10th Grade ELA Performance Assessment
Grade 11 ELA	7) Student Learning Objectives	SLO based on NYS English Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year to establish baseline data. The teacher and principal will meet to examine baseline data and determine the proficiency targets for students. HEDI will be allocated based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-54%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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
9th Grade Languages Other Than English	5) District/regional/BOCES–developed	Capital Region-developed Grade 9 FLACS Assessment
10th Grade Languages Other Than English	5) District/regional/BOCES–developed	Capital Region-developed Grade 10 FLACS Assessment
All other teachers/courses not listed above	5) District/regional/BOCES–developed	Cobleskill-Richmondville CSD developed Grade and Subject Specific Assessments

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.	Every student will be given a pre-assessment at the start of the school year to establish baseline data. The teacher and principal will meet to examine baseline data and determine the proficiency targets for students. HEDI will be allocated based on the percentage of students meeting the proficiency target as set by the teacher and principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The percentage of students (85%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (70%-84%) who meet or exceed the targeted achievement level is at nor near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (60%-69%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-59%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/292402-y92vNseFa4/Chart 3.13.docx

3.14) Locally Developed Controls

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

(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.

In these cases, the District will weigh the results based on the number of students that take the exam. These results will determine the final score for each teacher that has multiply selected measures. An example: A high school teacher has scores that consider multiple assessment results. Targets will be established for each assessment. The results of the assessment will be weighed to determine an overall score.

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 Wednesday, December 26, 2012

Updated Wednesday, January 02, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

Tenured Teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

assets/survey-uploads/5091/291929-2UoxI2HPmn/Form 4.2 Probationary Tchr 60.pdf

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.

Tenured Teachers:

Completion of the Danieslon 2011 Framework for Effective Teaching Rubric is based on one formal observation (24 points) which includes a pre-conference, classroom visit, and post-conference; one unannounced Walk-through Observation (10 points), One element chosen by the teacher (20 points) (Evidence binder, Peer collaboration, Mentoring, or an additional classroom walk-through), and an administrative rating of Domain 4 - Professional Responsibilities (6 points); and other evidence that may include but not be limited to administrative notes, correspondence with parents and colleagues, records of professional interactions, student feedback, student work, student academic and discipline records, professional communication , news or media reports, attendance records, etc.

Based on a review of the evidence collected within a formal classroom observation, teachers will be ranked as Highly effective, Effective, Developing, or Ineffective on each of three domains of the Danielson rubric (with each component being weighted equally) based on a formal classroom observation : Domain 1- Planning and Preparation; Domain 2 - Classroom Environment; Domain 3 Instruction (Domain 4 will be rated separately as indicated below). An average score is calculated from the scores on each component and converted to points as follows: A teacher with an average score between 2.67-3.0 will be awarded 24 points; a teacher with an average score between 2.34-2.66 will be awarded 22 points; a teacher with an average score of 2.01-2.33 will be awarded 19 points; a teacher with an average score of 1.67-2.00 will be awarded 17 points; a teacher with an average score of 1.34-1.66 will be awarded 14 points; a teacher with an average score of 1.01-1.33 will be awarded 11 points; a teacher with an average score of 0.67-1.00 will be awarded 9 points; a teacher with an average score of 0.34-0.66 will be awarded 6 points; and a teacher with an average score of 0.00-0.33 will be awarded 0 points.

Based on evidence collected via the Unannounced Classroom walk-through (10 points) utilizing a Danielson-based Cobleskill-Richmondville CSD developed rubric (with a scale of Highly Effective; Effective; Developing; and Ineffective) rating each component equally, up to 10 points will be awarded as follows: A teacher with an average score of 2.5-3 will be awarded 10 points; a teacher with an average score of 2.0-2.49 will be awarded 8 points; a teacher with an average score of 1.5-1.99 will be awarded 6 points; a teacher with an average score of 1.0-1.49 will be awarded 4 points; a teacher with an average score of 0.0-0.99 will be awarded 0 points.

Each "choice" item for tenured teachers (20 points) (Evidence Binder, peer collaboration, mentoring, and additional walk-through) has a Covleskill-Richmondville developed 4 point rubric with components describing Highly Effective (3 points), Effective (2 points), Developing (1 point) and Ineffective (0 points) ratings. All components are weighted equally and added to derive an average score for all components. The average score is converted to points as follows: A teacher with an average of 2.67-3 will be awarded 20 points; a teacher with an average of 2.34-2.66 will be awarded 18 points; a teacher with an average of 2.01-2.33 will be awarded 16 points; a teacher with an average of 1.67-2.0 points will be awarded 14 points; a teacher with an average of 1.34-1.66 will be awarded 12 points; a teacher with an average of 1.01-1.33 will be awarded 10 points; a teacher with an average of 0.67-1.0 will be awarded 8 points; a teacher with an average of 0.34-0.66 will be awarded 6 points; a teacher with an average of 0.00-0.33 will be awarded 0 points.

Professional Responsibilities - 6 points: Within Professional Responsibilities, each teacher will be rated on the Danielson 2011 rubric in each of the 6 components within Domain 4. The scale continues to be Highly Effective (3 points) Effective (2 points) Developing (1 point) and Ineffective (0 points). Rating on each of the 6 components will be averaged. Then the average score will be multiplied by 2.

Probationary Teachers:

Completion of the Danielson 2011 Framework for Effective Teaching Rubric is based on one formal observation (24 points) which includes a pre-conference, classroom visit, and post-conference; one unannounced Walk-through Observation (10 points), an additional formal classroom observation (20 points) , and an administrative rating of Domain 4 - Professional Responsibilities (6 points); and other evidence that may include but not be limited to administrative notes, correspondence with parents and colleagues, records of professional interactions, student feedback, student work, student academic and discipline records, professional communication , news or media reports, attendance records, etc.

Based on a review of the evidence collected within the first formal classroom observation (24 points), probationary teachers will be ranked as Highly effective, Effective, Developing, or Ineffective on each of three domains of the Danielson rubric (with each component being weighted equally) based on a formal classroom observation : Domain 1- Planning and Preparation; Domain 2 - Classroom Environment; Domain 3 Instruction (Domain 4 will be rated separately as indicated below). An average score is calculated from the scores on each component and converted to points as follows: A teacher with an average score between 2.67-3.0 will be awarded 24 points; a teacher with an average score between 2.34-2.66 will be awarded 22 points; a teacher with an average score of 2.01-2.33 will be awarded 19 points; a teacher with an average score of 1.67-2.00 will be awarded 17 points; a teacher with an average score of 1.34-1.66 will be awarded 14 points; a teacher with an average score of 1.01-1.33 will be awarded 11 points; a teacher with an average score of 0.67-1.00 will be awarded 9 points; a teacher with an average score of 0.34-0.66 will be awarded 6 points; and a teacher with an average score of 0.00-0.33 will be awarded 0 points.

Based on evidence collected via the Unannounced Classroom walk-through (10 points) utilizing a Danielson-based Cobleskill-Richmondville CSD developed rubric (with a scale of Highly Effective; Effective; Developing; and Ineffective) rating each component equally, up to 10 points will be awarded as follows: A teacher with an average score of 2.5-3 will be awarded 10 points; a teacher with an average score of 2.0-2.49 will be awarded 8 points; a teacher with an average score of 1.5-1.99 will be awarded 6 points; a teacher with an average score of 1.0-1.49 will be awarded 4 points; a teacher with an average score of 0.0-0.99 will be awarded 0 points.

Based on evidence collected during the second formal classroom observation (20 points), probationary teachers will be ranked as Highly effective, Effective, Developing, or Ineffective on each of three domains of the Danielson rubric (with each component being weighted equally) based on a formal classroom observation : Domain 1- Planning and Preparation; Domain 2 - Classroom

Environment; Domain 3 Instruction. An average score is calculated from the scores on each component and converted to points as follows: A teacher with an average of 2.67-3 will be awarded 20 points; a teacher with an average of 2.34-2.66 will be awarded 18 points; a teacher with an average of 2.01-2.33 will be awarded 16 points; a teacher with an average of 1.67-2.0 points will be awarded 14 points; a teacher with an average of 1.34-1.66 will be awarded 12 points; a teacher with an average of 1.01-1.33 will be awarded 10 points; a teacher with an average of 0.67-1.0 will be awarded 8 points; a teacher with an average of 0.34-0.66 will be awarded 6 points; a teacher with an average of 0.00-0.33 will be awarded 0 points.

Professional Responsibilities - 6 points: Within Professional Responsibilities, each probationary teacher will be rated on the Danielson 2011 rubric in each of the 6 components within Domain 4. The scale continues to be Highly Effective (3 points) Effective (2 points) Developing (1 point) and Ineffective (0 points). Rating on each of the 6 components will be averaged. Then the average score will be multiplied by 2.

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

[assets/survey-uploads/5091/291929-eka9yMJ855/4.5 Calculating Composite 60.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers rated highly effective will demonstrate that their results are well above the expectations and will earn 59-60 points based on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers rated effective will demonstrate that their results meet the expectations and will earn 57-58 points based on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers rated developing will demonstrate that their results show some growth but are below the expectations and will earn 50-56 points based on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers rate ineffective will demonstrate that their results are well below the expectations and will earn 0-49 points based on the conversion chart.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, December 27, 2012

Updated Tuesday, January 01, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, December 27, 2012

Updated Wednesday, January 02, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/292520-Df0w3Xx5v6/Teacher TIP Plan Form.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

I. Teacher Request for Supporting Documents

Within five (5) school days of receipt of the APPR total composite score, a teacher may request, in writing, that the administrator issuing the APPR provide the teacher a copy of any and all relative documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher within five school days of the request.

II. Right to Appeal

A. Only tenured teachers who receive an APPR rating of ineffective or developing may appeal their APPR total composite score through the procedure herein. Should the New York State laws of teacher seniority be altered or no longer exist, the APPR Appeals process shall be reviewed. A teacher may file only one appeal from a single APPR.

B. Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR. Probationary teachers only may challenge the claims of APPR procedural violations through the contractual grievance procedure.

III. Filing of Appeal by Tenured Teacher

A tenured teacher may file a written appeal of the APPR within five (5) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the Superintendent of schools.

An appeal of an APPR must be based upon one or more of the following grounds:

a. The substance of the APPR.

b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law §3012-c and applicable rules and regulations.

c. The District's failure to comply with locally negotiated procedures.

d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

The written appeal document must clearly identify the grounds of appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified.

IV. Review by APPR Appeals Committee

Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two tenured administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the President of the Cobleskill-Richmondville Teachers Association. An additional tenured teacher will be appointed jointly by the Superintendent and the President of the Cobleskill-Richmondville Teachers Association. All members of the committee shall be appointed annually, and all members shall be required to complete the training required of lead evaluators under the APPR regulations. In the event that an administrator assigned to the Committee has authored the APPR in question, an alternate administrator will be assigned by the Superintendent. In the event that a teacher filing an appeal is a Committee member, an alternate teacher will be assigned by the President of the Teachers Association. Any/all alternates are required to have completed the training required of lead evaluators under the APPR regulations.

The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of the filing of the appeal. The committee shall determine its own rules and procedure, which may be altered as the Committee sees fit as it performs its duties. The committee shall determine, for example, whether to allow committee members to review the documents underlying and APPR prior to the convening of the committee, and whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

It shall be the duty of the committee to answer the question, "Has the teacher demonstrated that the APPR should be modified?" In the course of answering the question, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to warrant modifications of the APPR.

V. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either uphold the APPR or modify the APPR. If a majority of the committee agrees on one of these choices, the committee shall give written notice of its decision to the appealing teacher, the president of the C-RTA and the superintendent of schools within three (3) school days. The decision of the committee shall be final.

In the event the committee is not a majority in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendations for disposition of the appeal. The committee members' written statements, together with the full record of the appeal shall then be forwarded to the Superintendent of schools for a decision. The Superintendent of Schools shall make a decision within five (5) working days of receipt of the panel documents. This decision shall be final, and there shall be no further appeal available.

VI. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. Except as specifically allowed in section II, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The "lead evaluator is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts and observation or evaluation of a teacher.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State approved teacher practice rubric selected by the District for use in evaluations.

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

Evaluators will be certified through training consisting of a minimum of two days provided by the Capital Region BOCES and no less than one day provided by the District to cover all elements. During these trainings, evaluators will review the elements and then apply them to our specific District plan. Inter-rater reliability will be developed by reviewing videos and examining evidence and applying the rubric.

Recertification will occur based on continued trainings through Capital Region BOCES and in District. These trainings will review elements as necessary but will primarily focus on sharing and application practice.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, December 27, 2012

Updated Tuesday, January 01, 2013

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

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

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

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):

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Pk-2 Primary School	State-approved 3rd party assessment	NWEA Measures of Academic Progress - Primary Grades
Pk-2 Primary School	State-approved 3rd party assessment	NWEA Measures of Academic Progress - Primary Grades

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The percentage of students (81%-100%) who meet or exceed the target growth level is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61%-80%) who meet or exceed the targeted growth level is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (41%-60%) who meet or exceed the target growth level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The percentage of students (0%-40%) who meet or exceed the targeted growth level is significantly lower than what was projected.

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

assets/survey-uploads/5365/292533-lha0DogRNw/Principal HEDI task 7.3.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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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Updated Wednesday, January 02, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	NWEA Measures of Academic Progress - ELA
3-5	(d) measures used by district for teacher evaluation	NWEA Measures of Academic Progress - Math
6-8	(a) achievement on State assessments	NYS Assessment in ELA Grades 6-8
6-8	(a) achievement on State assessments	NYS Assessment in Math Grades 6-8
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-year Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. The HEDI rating will be determined by the percent of students who meet the achievement target. The high school principal will review previous year graduation rate data to set an achievement target for the high school building. The HEDI rating will be determined by the percent of students who meet the graduation target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (64%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (45%-63%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-44%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
pK-2	(d) measures used by district for teacher evaluation	NWEA Measures of Academic Progress - Primary Grades
pK-2	(d) measures used by district for teacher evaluation	NWEA Measures of Academic Progress - Primary Grades

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.	Every student will be given a pre-assessment at the start of the school year. The principal and the teacher will meet to examine the pre-assessment data to set the achievement targets for students. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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

(No response)

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

assets/survey-uploads/5366/292592-T8MIGWUVm1/Principal HEDI task 8.3.docx

8.3) Locally Developed Controls

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

(No response)

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.

In instances where principals have multiple measures that will need to be translated into one overall rating for the locally selected measure, the Superintendent will assess the results of each measure separately, arriving at a HEDI rating and point value between 0 and 15 points or between 0 to 20 points. The rating will be weighted based on the amount of students included in each score. The rating always rounds to the nearest whole number.

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 Thursday, December 27, 2012

Updated Wednesday, January 02, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Superintendent will conduct no less than two (2) formal school visits (one unannounced) during the school year for each principal. The visits will be made between September 1 and May 15th. Non-tenured principals will have no less than three (3) formal school visits (one unannounced) during each school year. The Superintendent and the principal will collect other evidence throughout the year that demonstrates the extent to which the principal meets the criteria on the Multidimensional Principal Performance Rubric (MPPR). Such evidence may include, but not be limited to, administrative notes, meeting agendas and minutes, correspondence, records of professional interactions, student, staff and/or parent feedback, academic, supervision and discipline records, professional communication, news or media reports, attendance records, etc.

Based on a review of evidence collected, principals will be rated as Highly Effective (3 points) , Effective (2 points) , Developing (1 point) or Ineffective (0 points) on each of the 6 domains of the MPPR. Each of the Domains and elements will be rated equally.

The total of the scores will be averaged and translated to a 60 point scale as attached.

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

assets/survey-uploads/5143/292618-pMADJ4gk6R/60 point principal conversion.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 standards.	Principals rated highly effective will demonstrate that their results are well above the expectations and will earn 57-60 points based on the conversation chart.
Effective: Overall performance and results meet standards.	Principals rated effective will demonstrate that their results meet the expectations and will earn 53-56 points based on the conversation chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals rated developing will demonstrate that their results show some growth but are below the expectations and will earn 49-52 points based on the conversion chart.

Ineffective: Overall performance and results do not meet standards.

Principals rated ineffective will demonstrate that their results are well below expectations and will earn 0-48 points based on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	53-56
Developing	49-52
Ineffective	0-48

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, December 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	57-60
Effective	53-56
Developing	49-52
Ineffective	0-51

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, December 27, 2012

Updated Wednesday, January 02, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/292661-Df0w3Xx5v6/PIP Process_1.pdf

11.3) Appeals Process

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

- (1) the substance of the annual professional performance review

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

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

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

III. Filing of Appeal by Tenured Principal

A tenured principal may file a written appeal of the APPR within fifteen (15) school days of the receipt of the APPR. Any appeal shall be filed with the Superintendent of schools.

An appeal of an APPR must be based upon one or more of the following grounds:

a. The substance of the APPR.

- b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law §3012-c and applicable rules and regulations.*
- c. The District's failure to comply with locally negotiated procedures.*
- d. The District's failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law §3012-c.*

The written appeal document must clearly identify the grounds of appeal, and shall explain, in detail, why the appealing principal believes the APPR should be modified.

Within ten (10) business days of receipt of an appeal, the District must submit a detailed written response to the appeal.

IV. Appeals Review

Within five (5) business days of receipt of the District's response to the appeal, the appeal shall be referred for consideration by the APPR Appeals Reviewer, an individual mutually selected by the Superintendent of Schools and the President of the Cobleskill-Richmondville Administrators Association. The reviewer shall be required to complete the training required of lead evaluators under the APPR regulations.

The Reviewer shall conduct a hearing no less than five (5) business days or more than fifteen (15) business days after having been selected. The hearing shall be conducted in no more than one business days unless both parties agree to a second day.

V. Determination of Appeal

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the closing of the hearing. The decision of the reviewer shall be final.

VI. Exclusivity of Appeal Process

This appeal procedure shall constitute the means for initiating, reviewing or resolving challenges to a principal performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals to a professional performance review and/or improvement plan.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the MPPR selected by the District for use in evaluations.

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

Evaluators were certified through training consisting of 2 days of workshops provided by NYSCOSS, at least 4 days of Network Team Institute (NTI) training provided by NYSED, and at least 3 days of workshops provided by Capital Region BOCES. All required elements were included. During these trainings, evaluators review the elements and then apply them to our specific District plan. Inter-rater reliability will be developed by reviewing videos and examining evidence and applying the rubric.

Recertifications will occur based on continued trainings through Capital Region BOCES and NYSCOSS, and in District. These trainings will review elements as necessary, but will primarily focus on sharing and application practice.

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 Friday, December 21, 2012

Updated Wednesday, January 02, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

[assets/survey-uploads/5581/289423-3Uqgn5g9Iu/District Certification.4.pdf](assets/survey-uploads/5581/289423-3Uqgn5g9Iu/District%20Certification.4.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.

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"):

Probationary Teacher Form

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

Tenured Teachers - Calculating Composite Score for 60 points (Observations, professional responsibilities and choice) – Scores are based on zero to three (0 to 3) point rubrics. An average score is then calculated and converted to points as shown below:

1. Formal Announced Classroom Observation – 24 points

2.67-3.0	24 points	1.34-1.44	14 points
2.5-2.66	23 points	1.23-1.33	13 points
2.34-2.49	22 points	1.12-1.22	12 points
2.23-2.33	21 points	1.01-1.11	11 points
2.12-2.22	20 points	.78-1.0	10 points
2.01-2.11	19 points	.67-.77	9 points
1.78-2.00	18 points	.56-.66	8 points
1.67-1.77	17 points	.45-.55	7 points
1.56-1.66	16 points	.34-.44	6 points
1.45-1.55	15 points	0.0-.33	0 points

2. Informal unannounced Walk-Through observation – 10 points

2.5-3.0	10 points	1.5-1.75	6 points
2.26-2.49	9 points	1.26-1.49	5 points
2.00-2.25	8 points	1.00-1.25	4 points
1.76-1.99	7 points	0.00-0.99	0 points

3. Choice (evidence binder, peer collaboration, mentoring, additional walk-through) for tenured teachers – 20 points

2.67-3.0	20 points	1.34-1.50	12 points
2.51-2.66	19 points	1.18-1.33	11 points
2.34-2.50	18 points	1.01-1.17	10 points
2.18-2.33	17 points	0.85-1.00	9 points
2.01-2.17	16 points	0.67-0.84	8 points
1.85-2.00	15 points	0.51-0.66	7 points
1.67-1.84	14 points	0.34-0.50	6 points
1.51-1.66	13 points	0.00-0.33	0 points

4. Professional Responsibilities – 6 points – Average score will be multiplied by 2.

5.50-6.0	6 points	1.5-2.49	2 points
4.50-5.49	5 points	0.5-1.49	1 point
3.5-4.49	4 points	0.0-0.49	0 points
2.5-3.49	3 points		

Non-Tenured Teachers - Calculating Composite Score for 60 points (Observations, professional responsibilities and choice) – Scores are based on zero to three (0 to 3) point rubrics. An average score is then calculated and converted to points as shown below:

1. Formal Announced Classroom Observation – 24 points

2.67-3.0	24 points	1.34-1.44	14 points
2.5-2.66	23 points	1.23-1.33	13 points
2.34-2.49	22 points	1.12-1.22	12 points
2.23-2.33	21 points	1.01-1.11	11 points
2.12-2.22	20 points	.78-1.0	10 points
2.01-2.11	19 points	.67-.77	9 points
1.78-2.00	18 points	.56-.66	8 points
1.67-1.77	17 points	.45-.55	7 points
1.56-1.66	16 points	.34-.44	6 points
1.45-1.55	15 points	0.0-.33	0 points

2. Informal unannounced Walk-Through observation – 10 points

2.5-3.0	10 points	1.5-1.75	6 points
2.26-2.49	9 points	1.26-1.49	5 points
2.00-2.25	8 points	1.00-1.25	4 points
1.76-1.99	7 points	0.00-0.99	0 points

3. Additional formal announced observation for non-tenured teachers – 20 points

2.67-3.0	20 points	1.34-1.50	12 points
2.51-2.66	19 points	1.18-1.33	11 points
2.34-2.50	18 points	1.01-1.17	10 points
2.18-2.33	17 points	0.85-1.00	9 points
2.01-2.17	16 points	0.67-0.84	8 points
1.85-2.00	15 points	0.51-0.66	7 points
1.67-1.84	14 points	0.34-0.50	6 points
1.51-1.66	13 points	0.00-0.33	0 points

4. Professional Responsibilities – 6 points – Average score will be multiplied by 2.

5.50-6.0	6 points	1.5-2.49	2 points
4.50-5.49	5 points	0.5-1.49	1 point
3.5-4.49	4 points	0.0-0.49	0 points
2.5-3.49	3 points		

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points assigned to teachers.

0-44%		45-64%		65-84%		85-100%	
INEFFECTIVE Results are well below state average for similar students		DEVELOPING Results are below state average for similar students		EFFECTIVE Results meet state average for similar students		HIGHLY EFFECTIVE Results are well-above state average for similar students	
0	0-14%	3	45-48%	8	65%	14	85-89%
1	15-27%	4	49-53%	9	66-67%	15	90-100%
2	28-44%	5	54-57%	10	68-71%		
		6	58-60%	11	72-75%		
		7	61-64%	12	76-79%		
				13	80-84%		

Cobleskill- Richmondville Central School District

Teacher Improvement Plan Form

Teacher: _____ Administrator: _____

C-RTA Representative: _____ Date: _____

Rationale for Teacher Improvement Plan:

The teacher received an (Ineffective/Developing) evaluation on _____. Based on that evaluation, the following Teacher Improvement Plan has been established:

Selected Mentor: _____

Areas in Need of Improvement:

Expected Outcomes:

Recommended Activities:

Resources:

Cobleskill- Richmondville Central School District

Responsibilities:

Evidence of Achievement:

Timeline for Achieving Improvement:

Teacher: _____

Date: _____

C-RTA representative: _____

Date: _____

Administrator: _____

Date: _____

Principal SLO

Regardless of how the target for individual courses/grade levels/ subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to principals.

0-40%		41-60%		61-80%		81-100%	
INEFFECTIVE Results are well below state average for similar students		DEVELOPING Results are below state average for similar students		EFFECTIVE Results meet state average for similar students		HIGHLY EFFECTIVE Results are well above state average for similar student	
0	≤14%	3	41-44%	9	61-63%	18	81-85%
1	15-27%	4	45-48%	10	64-66%	19	86-90%
2	28-40%	5	49-51%	11	67-68%	20	>90%
		6	52-54%	12	69-70%		
		7	55-57%	13	71-72%		
		8	58-60%	14	73-74%		
				15	75-76%		
				16	77-78%		
				17	79-80%		

Principal 15 point distribution

90-100%	15 points	60-63%	7 points
81-89%	14 points	58-59%	6 points
79-80%	13 points	55-57%	5 points
77-78%	12 points	50-54%	4 points
74-76%	11 points	45-49%	3 points
70-73%	10 points	42-44%	2 points
66-69%	9 points	40-41%	1 point
64-65%	8 points	0-39%	0 points

Principal SLO

Regardless of how the target for individual courses/grade levels/ subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to principals.

0-40%		41-60%		61-80%		81-100%	
INEFFECTIVE Results are well below state average for similar students		DEVELOPING Results are below state average for similar students		EFFECTIVE Results meet state average for similar students		HIGHLY EFFECTIVE Results are well above state average for similar student	
0	≤14%	3	41-44%	9	61-63%	18	81-85%
1	15-27%	4	45-48%	10	64-66%	19	86-90%
2	28-40%	5	49-51%	11	67-68%	20	>90%
		6	52-54%	12	69-70%		
		7	55-57%	13	71-72%		
		8`	58-60%	14	73-74%		
				15	75-76%		
				16	77-78%		
				17	79-80%		

60 point conversion – principal rubric

2.67-3.0	60 points	1.34-1.37	45 points	.88-.92	30 points	.41-.43	15 points
2.51-2.66	59 points	1.30-1.33	44 points	.83-.87	29 points	.38-.40	14 points
2.34-2.50	58 points	1.26-1.29	43 points	.78-.82	28 points	.37	13 points
2.01-2.33	57 points	1.22-1.25	42 points	.73-.77	27 points	.36	12 points
1.85-2.00	56 points	1.18-1.21	41 points	.68-.72	26 points	.35	11 points
1.67-1.84	55 points	1.14-1.17	40 points	.67	25 points	.34	10 points
1.66	54 points	1.10-1.13	39 points	.64-.66	24 points	0-.33	0 points
1.65	53 points	1.06-1.09	38 points	.61-.63	23 points		
1.62-1.64	52 points	1.05	37 points	.60	22 points		
1.58-1.61	51 points	1.04	36 points	.57-.59	21 points		
1.54-1.57	50 points	1.01-1.03	35 points	.54-.56	20 points		
1.50-1.53	49 points	1.0	34 points	.51-.53	19 points		
1.46-1.49	48 points	.99	33 points	.50	18 points		
1.42-1.45	47 points	.98	32 points	.47-.49	17 points		
1.38-1.41	46 points	.93-.97	31 points	.44-.46	16 points		

Cobleskill-Richmondville Central School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least three times during the year: the first between November 15 and December 1, and the second by February 1. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.
- 9.. Required professional development opportunities at the expense of the 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:

Required and Accessible Resources, including identification of responsibility for provision:

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

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 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.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 1-2-13

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Teachers Union President Signature: Date: 1/2/13

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Administrative Union President Signature: Date:

 1-2-13

Board of Education President Signature: Date:

 1-2-13