



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
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

December 12, 2012

Dan Starr, Superintendent
Corinth Central School District
105 Oak Street
Corinth, NY 12822

Dear Superintendent Starr:

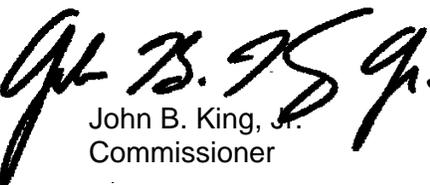
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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: James P. Dexter

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012

Updated Tuesday, December 11, 2012

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

520401040000

1.2) School District Name:

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

Corinth Central School District

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, May 15, 2012

Updated Tuesday, December 11, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Corinth Developed Grade K ELA Assessment
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Corinth Developed Grade K Math Assessment
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 Math the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 Math the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 Math the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

For K-3 ELA the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

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	Corinth Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Corinth Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

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	Corinth Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Corinth Developed Grade 7 Social Studies Assessment

8	District, regional or BOCES-developed assessment	Corinth Developed Grade 8 Social Studies Assessment
---	--	---

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For 6-8 Social Studies the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For 6-8 Social Studies the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For 6-8 Social Studies the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For 6-8 Social Studies the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

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	Corinth Developed Global Studies 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Social Studies Regents courses the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Social Studies Regents courses the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Social Studies Regents courses the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Social Studies Regents courses the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Science Regents courses the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Science Regents courses the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Science Regents courses the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Science Regents courses the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Math Regents courses the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Math Regents courses the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Math Regents courses the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Math Regents courses the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

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	Corinth Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Corinth Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	English Comprehensive Regent

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School ELA courses the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School ELA courses the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School ELA courses the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School ELA courses the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

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
PE K-5	District, Regional or BOCES-developed	WSWHE BOCES-Developed Physical Education Assessments
PE 6-12	District, Regional or BOCES-developed	Corinth developed grade-specific PE Assessments
All LOTE	District, Regional or BOCES-developed	Corinth developed course-specific LOTE Assessments
All Art	District, Regional or BOCES-developed	Corinth developed course-specific Art Assessments
General Music K-4	District, Regional or BOCES-developed	WSWHE BOCES-developed K-4 Music Assessments
All other Music	District, Regional or BOCES-developed	Corinth developed course-specific Music Assessments
All Health	District, Regional or BOCES-developed	Corinth developed Health Assessments
All FCS	District, Regional or BOCES-developed	Corinth developed course-specific FCS Assessments
All Business	District, Regional or BOCES-developed	Corinth developed course-specific Business Assessments
All other English	District, Regional or BOCES-developed	Corinth developed course-specific English Assessments
All other Social Studies	District, Regional or BOCES-developed	Corinth developed course-specific Social Studies Assessments

All other Math	District, Regional or BOCES-developed	Corinth developed course-specific Math Assessments
All other Science	District, Regional or BOCES-developed	Corinth developed course-specific Science Assessments
All Technology	District, Regional or BOCES-developed	Corinth developed course-specific Technology Assessments
K-2 AIS	State-approved 3rd party assessment	STAR Reading and Math Enterprise
K-2 Special ed self contained	State-approved 3rd party assessment	STAR Reading and Math Enterprise
9-12 Special Ed self contained	State Assessment	NYSAA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings will be based on the percentage of the teachers' students that meet the targeted measure of growth as established in the pre-assessment by the Principal and teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For all other courses the expectation is that 95% to 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For all other courses the expectation is that 68% to 94% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For all other courses the expectation is that 45% to 67% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all other courses the expectation is that 0% to 44% of the student will meet the target set for a teacher to be considered ineffective.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/130177-TXEttx9bQW/HEDI TABLES for upload.pdf

2.12) Locally Developed Controls

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

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

At this time the District has no other allowable adjustments controls or other special considerations.

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 Tuesday, May 15, 2012

Updated Monday, December 03, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

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.	HEDI ratings will be based on the percent of a sub group of low SES students who achieve the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA the expectation is that 94% to 100% of the teachers students in the subgroup meet the target set for the teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA the expectation is that 67% to 93% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA the expectation is that 42% to 66% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA the expectation is that 0% to 41% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

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	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	4) State-approved 3rd party assessments	STAR Math Enterprise
8	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

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.	HEDI ratings will be based on the percent of a sub group of low SES students who achieve the target measure of achievement established after the pre-assessment by principal and teachers.
--	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math the expectation is that 94% to 100% of the teachers students in the subgroup meet the target set for the teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math the expectation is that 67% to 93% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math the expectation is that 42% to 66% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math the expectation is that 0% to 41% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

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/5139/130179-rhJdBgDruP/HEDI TABLES_2.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	STAR Reading Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of a sub group of low SES students who achieve the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA the expectation is that 95% to 100% of the teachers students in the subgroup meet the target set for the teacher to be considered highly effective.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

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	STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

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.	HEDI ratings will be based on the percent of a sub group of low SES students who acheive the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math the expectation is that 95% to 100% of the teachers students in the subgroup meet the target set for the teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

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	Corinth developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Corinth developed Grade 7 Science Assessment
8	6(ii) School wide measure computed locally	NYS Grade 8 Science Assessment

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

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.	HEDI ratings will be based on the percent of a sub group of low SES students who achieve the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science the expectation is that 95% to 100% of the teachers students in the subgroup meet the target set for the teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

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	Corinth developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Corinth developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Corinth developed Grade 8 Social Studies Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of a sub group of low SES students who acheive the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies the expectation is that 95% to 100% of the teachers students in the subgroup meet the target set for the teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

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	Corinth developed Global Studies 1 Assessment
Global 2	6(ii) School wide measure computed locally	Global Studies Regenets
American History	6(ii) School wide measure computed locally	American History Regents

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.	HEDI ratings will be based on the percent of a sub group of low SES students who acheive the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies the expectation is that 95% to 100% of the teachers students meet the target set for the teacher to be considered highly effective.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

3.9) High School Science

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

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

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

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.	HEDI ratings will be based on the percent of a sub group of low SES students who acheive the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science the expectation is that 95% to 100% of the teachers students meet the target set for the teacher to be considered highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	For High School Science the expectation is that 0% to 44% of the teachers students in the subgroup meet the

for grade/subject.

target set for the teacher to be considered ineffective.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Algebra 1 Regents
Geometry	6(ii) School wide measure computed locally	Geometry Regents
Algebra 2	6(ii) School wide measure computed locally	Algebra 2 Regents

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.	HEDI ratings will be based on the percent of a sub group of low SES students who achieve the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math the expectation is that 95% to 100% of the teachers students meet the target set for the teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Corinth developed English 9 Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Corinth developed English 10 Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	English Comprehensive Regents

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.	HEDI ratings will be based on the percent of a sub group of low SES students who achieve the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English the expectation is that 95% to 100% of the teachers students meet the target set for the teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
PE K-5	5) District/regional/BOCES–developed	WSWHE BOCES-developed K-5 PE Assessment
PE 6-12	5) District/regional/BOCES–developed	Corinth developed grade-specific PE Assessments
All LOTE	5) District/regional/BOCES–developed	Corinth developed course-specific LOTE Assessments
All Art	5) District/regional/BOCES–developed	Corinth developed course-specific ART Assessments
K-5 Music	5) District/regional/BOCES–developed	WSWHE BOCES-developed K-5 Music Assessments

All Other Music	5) District/regional/BOCES–developed	Corinth developed course-specific Music Assessments
All Health	5) District/regional/BOCES–developed	Corinth Developed course-specific Health Aesessments
All FCS	5) District/regional/BOCES–developed	Corinth developed course-specific FCS Assessments
All Business	5) District/regional/BOCES–developed	Corinth developed course-specific Business Assessments
All other English	5) District/regional/BOCES–developed	Corinth developed course-specific English Assessments
All other Social Studies	5) District/regional/BOCES–developed	Corinth developed course-specific Social Studies Assessments
All other Science	5) District/regional/BOCES–developed	Corinth developed course-specific Science Assessments
All other Math	5) District/regional/BOCES–developed	Corinth developed course-specific Math Assessments
K-12 AIS	4) State-approved 3rd party	STAR Math and Reading Enterprise
K-8 Special Ed Self-contained	4) State-approved 3rd party	STAR Math and Reading Enterprise
9-12 Special Ed self-contained	6(ii) School wide measure computed locally	NYSAA

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.	HEDI ratings will be based on the percent of a sub group of low SES students who acheive the target measure of achievement established after the pre-assessment by principal and teachers.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For all other courses the expectation is that 95% to 100% of the teachers students meet the target set for the teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other courses the expectation is that 68% to 94% of the teachers students in the subgroup meet the target set for the teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other courses the expectation is that 45% to 67% of the teachers students in the subgroup meet the target set for the teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all other courses the expectation is that 0% to 44% of the teachers students in the subgroup meet the target set for the teacher to be considered ineffective.

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/5139/130179-y92vNseFa4/HEDI TABLES_1.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.

The District does not have any additional adjustment, controls or special considerations at this time.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers who have more than 1 locally selected measure, a teacher's score will combine both measures into a single score. Weighting will be given to the multiple measures based on the ratio of students used to calculate the HEDI rating.

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, May 16, 2012

Updated Friday, December 07, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

APPR Point 60 Point Observation Breakdown

First 31 points will be completed through the process of observation using the seven teaching standards. The observation will be based on the August 2012 approved NYSUT teacher rubric. Observation Element Scoring Indicators are scored as follows:

- Highly Effective = 4
- Effective = 3
- Developing = 2

Ineffective = 1

Points are assigned as follow:

Highly Effective - 4

Effective - 3

Developing - 2

Ineffective - 1

All rated indicators will be averaged to yield a final score between 1 - 4. This score is matched to the local HEDI Chart.

The second 29 points are completed through an evidence binder based on the rubric. The calculation for these 29 points will be as follows.

All points are added up from all evidence submitted.

That number is totaled. It may exceed 29.

That total is then multiplied by a factor based on how many categories evidence was turned in on. If three or more areas, then the factor is 1. If only two areas, then the factor is .9, if only one category then .8.

The final Evidence Binder Score will then be calculated. If the number is greater than it is rounded down to 29.

Formula:

Points from all areas 1.0 if three categories or more Evidence Binder turned in (can exceed 29) X 0.9 if two categories = Score (if number > 29, 0.8 if one category round down to 29)

If a decimal occurs, normal rounding will be applied.

The evidence binder will consist of five major categories based from the rubric.

Evidence Binder Categories (EBC):

Parent/Community Communications (NYSUT Rubric Domain #6, Professional Responsibilities Collaboration)

Mentoring (NYSUT Rubric Domain #6, Professional Responsibilities Collaboration)

Curriculum Development (NYSUT Rubric Domain #7, Professional Development)

Professional Growth (NYSUT Rubric Domain #7, Professional Development)

District Participation/ Leadership (NYSUT Rubric Domains #6, Professional Responsibilities Collaboration and #7, Professional Development)

A teacher must provide evidence of satisfactory participation or completion in at least three of the five categories. Teachers are encouraged to turn in evidence in more than three categories if possible.

Parent/Community Communications (Rubric Domain #6, Professional Responsibilities Collaboration)

Phone/email logs 1 pt per log, up to 5 pts for year

Website construction/maintenance up to 5 pts per website, depending on involvement

Parent/Community newsletter up to 5 pts (depends on frequency)

Community Event Participation up to 3 pts per event

Other with Principal approval up to 5 pts per item, e.g. working with a community service group

Mentoring (Rubric Domain #6, Professional Responsibilities Collaboration)

Student Mentoring Program 8 pts per student

Teacher Mentoring Program 8 pts per teacher

TIP Support of Peer 8 pts per teacher

Student Teacher 8 pts per student teacher
Volunteer Mentoring 8 pts per student
Other with Principal approval up to 8 pts per student/teacher, e.g., allowing a prospective teacher to observe a classroom

Curriculum (Rubric Domain #7, Professional Development)

Mapping up to 5 pts per subject/course
Development up to 5 pts per subject/course
Other with Principal approval up to 5 pts per subject/course, e.g., reviewing the map of a colleague

Professional Growth (Rubric Domain #7, Professional Development)

Conferences 3 pts per event
Credit bearing Courses 8 pts per event
Training 3 pts per event
Other with Principal approval up to 5 pts per event, e.g., sharing best practices at a faculty meeting

District Participation/ Leadership (Rubric Domains #6, Professional Responsibilities Collaboration and #7, Professional Development)

Chairperson, Dean, Leader 8 pts per event
Coach 8 pts per event
Club/Class Advisor 8 pts per event
Committee Participation 5 pts per event
Proctoring 1 pt per event up to 5
Other with Principal approval up to 5 pts per event, e.g., working with an action team as part of the district's strategic planning process.

The evidence binder points would be documented in an electronic filing system through the use of MyLearningPlan.com. Physical binders with actual documentation may also have to be kept by the teacher as back-up verification for the points in the electronic file.

The observation score is then added to the Evidence Binder Score to come up with a total number of points out of 60.

Highly Effective 51-60
Effective 41-50
Developing 31-40
Ineffective 30 or less

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who have a combined observation and Binder score of 51-60 points will be considered highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who have a combined observation and Binder score of 41-50 points will be considered effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who have a combined observation and Binder score of 31-40 points will be considered developing.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Teachers who have a combined observation and Binder score of less than or equal to 30 points will be considered ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	51-60
Effective	41-50
Developing	31-40
Ineffective	0 - 30

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 Wednesday, May 16, 2012

Updated Tuesday, November 20, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	51-60
Effective	41-50
Developing	31-40
Ineffective	0 - 30

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 Wednesday, May 16, 2012
Updated Tuesday, November 20, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/130353-Df0w3Xx5v6/Teacher Improvement Plan PDF upload.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:

Section 7 Appeals Process

The Corinth School District and the Corinth Teachers Association agree and recognize that an internal appeals process pursuant of the negotiated changes to the APPR plan is a part of that plan. For this reason, the following Appeals Process has been developed and agreed upon by those two parties.

A. Basis

The burden of proof to establish a rational basis for the appeal rests with the Teacher and he/she may only appeal an overall evaluation for one of the following reasons:

1. The substance of the APPR – An appeal alleging a substantive disagreement with the conclusion (i.e. developing or ineffective) drawn by the evaluator must be based on grounds that include clear and convincing evidence that the evaluator acted in an arbitrary or capricious manner when evaluating the professional. It is not the intent of the parties to question the final determination of the evaluator on pedagogical or subjective grounds and an appeal cannot be based on a disagreement on what was observed by the evaluator, absent clear and convincing evidence that he evaluator was arbitrary or capricious.

2. A procedural defect in the evaluation process – This might include:

- a. Adherence to standards and methodologies required for such review, or;*
- b. Adherence to the Commissioner’s regulations, or;*
- c. The issuance and/or implementation of the terms of an improvement plan in connection with an “ineffective” or “developing” determination*

A procedural appeal may include, but is not limited to, (a) a substantial deviation in the required timing of the evaluation, or the required timing of the pre- and post-evaluation meeting between the evaluator and the professional, (b) a material deviation or omission in the processes required in a Teacher Improvement Plan, including the timing of intermediate steps within the TIP, and (c) the accuracy and utilization of student test scores as contained within the procedure, provided they are the basis for the evaluator’s conclusion, then that particular evaluation shall not be utilized as the affirmative basis for disciplinary charges against the professional at any future time.

B. Appeals Applicability – Appeals apply to tenured teachers only.

- 1. A teacher may appeal only an ineffective or a developing APPR composite rating;*
- 2. A teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with the TIP portion of the APPR plan.*
- 3. A teacher may submit a written rebuttal that will be attached to their APPR if they receive effective or highly effective composite ratings.*

C. Number of appeals

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

D. Teacher’s Responsibilities

- The teacher has the burden of proof. The teacher has the right to seek assistance from the Corinth Teacher Association in every phase of the appeal.

E. District’s Responsibilities

- The school district, or designated administrator in the case of the appeal, has the burden of supplying the teacher with pertinent records relating to observations, performance reviews, student scores and calculations in an expeditious manner, per their request.

F. Appeal Timelines

The timelines as set forth in this process will be strictly adhered to unless extended by mutual agreement between the Corinth Teacher’s Association and the Corinth School District, but will remain timely and expeditious. Failure of the teacher to meet a timeline will nullify the appeal; failure of the district representative to meet a timeline will cause the appeal process to become subject to a grievance procedure.

G. Process

1. Level 1

Following a qualifying event from section A above, the teacher shall be encouraged and shall be entitled to schedule a follow up

meeting within five school days to informally discuss with the evaluator any and all related issues. If no agreement can be found over the concerns of the qualifying event, then the teacher has the option to move to level 2. If the teacher desires to move to Level 2 than the request for documentation should be made at this point. The Documentation must be supplied to the teacher within five days of the request.

2. Level 2

Within five school days of receipt of the Level 1 response, if a teacher is not satisfied with such response and if the Corinth Teacher's Association deems the appeal meritorious, the Association must submit the appeal to a four person panel. The panel will consist of two people selected by the Association. These panel members must be tenured teachers with at least five years experience in the district. They must also be from two different buildings (either elementary, middle or high school). These members could also be retired teachers. The other two members will be selected by the Superintendent. These members should have administrative certification, active or retired, with evaluator training. These members should not include the evaluator that the level 1 appeal was submitted to.

- a. The panel must be selected and meet within 10 school days of the appeal being brought to level 2.*
- b. all records, information, forms and findings from the prior level must be presented to the panel.*
- c. The teacher will have the option to orally present his/her case of appeal to the panel in person or with representation. If this option is declined, then the panel will consider the appeal solely on a review of the documentation.*
- d. The panel must come up with a majority opinion on the appeal. A written decision on the merits of the teacher's appeal must be completed no later than 5 school days from the date of the panel meeting. The panel shall set forth the reasons and factual basis for each determination of the specific issues raised in the appeal.*
- e. The decision of the panel shall be final and binding. An appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal or review.*
- f. If the panel cannot come to majority opinion then the panel must submit the appeal to the next level, level 3.*

3. Level 3

- within 5 school days of the level 3 panel's decision and rendering of no majority opinion, the Superintendent must receive the appeal from the panel, the panel's findings and all prior records, information, forms and findings.*
- a. The Superintendent will file his/her decision on the appeal within 5 days of receiving it from the level 2 panel.*
 - b. The Superintendent will have the option of (1) hearing the appeal presented orally by the teacher and his/her representative and/or (2) reviewing all the documentation independently.*
 - c. The decision of the Superintendent shall be final and binding. An appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal or review.*

H. Documentation

- Copies of all decisions at any level must be presented to the teacher and also becomes part of the teacher's APPR.

I. Exhaustion of Remedies

- An evaluation shall not be the subject of NY Education Law 3020-a or an alternate disciplinary procedure without first exhausting the appeal process above.

Abbreviated timeline of process:

- 5 days for teacher to request support*
- 5 days for administrator to supply support*
- 5 day for teacher to file appeal*
- 10 days for appeal to be reviewed (teacher presence optional)*
- 5 days for panel to accept/react teacher claim*
- 5 days for panel to involve Supt. in any instance w/o majority vote*
- 5 days for Supt. to give decision*

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 District will ensure that all evaluators and lead evaluators receive all appropriate training and will maintain inter-rater reliability over time, are recertified annually and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. Training will be through BOCES, NYSUT or other appropriate trainers whose training meets SED guidelines and protocols. The Superintendent will certify the level of training for all evaluators, both internal or external to the District, and recommend to the BOE annually for appointment as an evaluator.

This training will be on-going and allow lead evaluators to remain current. This will include such topics as inter-rater reliability, evidence collection, communication and collaboration, and any other topics as provided by network teams.

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 Wednesday, May 16, 2012
Updated Friday, December 07, 2012

Page 1

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

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

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

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

K-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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

Created Wednesday, May 16, 2012

Updated Friday, December 07, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Grade 3 - 5 ELA Math NYS Assessments
6 - 8	(a) achievement on State assessments	Grade 6 - 8 ELA Math NYS Assessments
9 - 12	(d) measures used by district for teacher evaluation	NYS Regents Exams: Living Environment, Chemistry, Physics, ELA, Algebra 1

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The locally selected measure for student achievement for K-5 and the Middle School Principals will be determined by calculating the % of students who reached level 2, 3, 4 on the ELA and Math state assessments respective to each building.</p> <p>The High School Principal's locally selected student achievement measure will be determined by calculating the total % of students reaching 65 or greater on the NY state Regents exams in Algebra 1, Living Environment, Chemistry, Physics, and ELA 11.</p> <p>Student populations for each exam will be weighted in accordance with the state recommended guidelines when determining the overall average. The values below will be used when converting the total % of the student</p>
--	---

	population who reached proficiency to the appropriate HEDI category.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	94 - 100% of students will reach the building target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67 - 93% of students will reach the building target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42 - 66% of students will reach the building target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 41% of students will reach the building target.

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

(No response)

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

assets/survey-uploads/5366/130362-qBFVOWF7fC/APPR BP Measures, 11-27-12.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

N/A

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 Wednesday, May 16, 2012
Updated Monday, December 10, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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.

Principals will be observed for all domains of the Marshall Rubric. The domains of the Marshall Rubric will be rated on a 10-point scale based on the evidenced observed in each sub-component (H = 10-8; E = 7-5; D = 4-3 ; I = 2 - 0). The 6 domain scores will be totalled to arrive at a rubric score based on 60. The total rubric score awarded out of 60 points will account for the other measures of the Principal's evaluation.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	55 - 60: 60 points earned 51 - 54: 54 points earned
Effective: Overall performance and results meet standards.	45 - 50: 50 points earned 41 - 44: 44 points earned
Developing: Overall performance and results need improvement in order to meet standards.	35 - 40: 40 points earned 31 - 34: 34 points earned
Ineffective: Overall performance and results do not meet standards.	0 - 30: same as the rubric points, in that the score will be as calculated in the rubric. Scores above 30 will be assigned as shown above.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	51 - 60
Effective	41 - 50

Developing	31 - 40
Ineffective	0 - 30

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

10. Composite Scoring (Principals)

Created Wednesday, May 16, 2012

Updated Friday, October 05, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	51 - 60
Effective	41 - 50
Developing	31 - 40
Ineffective	0 - 30

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 Wednesday, May 16, 2012
Updated Monday, December 03, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/130372-Df0w3Xx5v6/BP Improvement Plan - Final.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:

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

(1) The substance of the annual professional performance review;

(2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;

(3) The adherence to the Commissioner's regulations, as applicable to such reviews;

(4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective or developing.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the principal to establish by the preponderance of the evidence that the rating given to the principal was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request and will be timely and expeditious.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response.

Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a panel consisting of a Superintendent's Designee, CSD administrator, and a mutually agreed upon third party shall be formed.

The parties agree that:

- a. The panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by legal counsel, SAANYS representative, or appear pro se;*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;*
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

OTHER

- 1. The cost of the Hearing Officer shall be the responsibility of the district.*
- 2. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a administrator's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 3. An administrator who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. An administrator who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

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.

Any evaluator who participates in the evaluation of principals for the purpose of determining an APPR rating shall be fully trained and/or certified as requires by Education Law 3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a principal evaluation.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not certified by the Corinth Central School District Board of Education to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in the employment decisions of retention, tenure determinations, and termination.

All principals subject to the district's APPR will be provided with an orientation and/or training on the evaluation system.

The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation. 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 of Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved principal practice rubric selected by the District for the 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.

Training will be ongoing and be accomplished through network team training. Re-certification will occur on an annual basis. Training topics will include inter-rater reliability, evidence collection, communication and collaboration, and other topics as deemed appropriate by the network teams.

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 Wednesday, May 16, 2012

Updated Tuesday, December 11, 2012

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/5581/130374-3Uqgn5g9Iu/APPR sig scan, 12.10.12_1.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Building Principal Student Growth Measures

<u>NYS</u>	<u>Score Points</u>	<u>% Students Meeting Growth Measure</u>
H	18 - 20	90 – 100
E	9 – 17	75 – 89
D	3 – 8	60 – 74
I	0 – 2	0 - 59

<u>Students %</u>	<u>Score</u>	<u>Student %</u>	<u>Score</u>	<u>Student %</u>	<u>Score</u>
96 - 100	20	80	12	68	6
91 – 95	19	79	11	67	6
90	18	78	11	66	5
89	17	77	10	65	5
88	16	76	9	64	4
87	16	75	9	63	4
86	15	74	8	62	4
85	15	73	8	61	3
84	14	72	7	60	3
83	14	71	7	40 – 59	2
82	13	70	7	20 – 39	1
81	12	69	6	0 – 19	0

If the principal receives a State Provided Growth Score, that score will account for a maximum of 20 pts. towards the principal’s overall score. In the event of the value added model, the maximum amount of allotted points will equal 25.

For principals that do not receive the State Provided Growth Score (i.e. Corinth Central School High School Principal), the Growth measure will be determined by calculating the total percentage of students who meet or exceed the individual growth target. This percentage is then converted into a HEDI rating using the table above. In the event the evaluation is under the auspices of the Value Added Model, the percentage is converted into a HEDI rating using the table labeled “Principals Student Growth Measures – Value Added” found below.

The Regents /SLO assessments used to determine the HS Principal’s Growth Score will be the NYS U.S. History Regents Exam and the NYS Living Environment Regents Exam. This combined student population represents greater the 30% of the 9 – 12 student s population.

Local Selected Measures for Principals

Local 20-point scale

<u>NYS</u>	<u>Score Points</u>	<u>% Students Meeting Growth Measure</u>
H	18 - 20	90 – 100
E	9 – 17	75 – 89
D	3 – 8	60 – 74
I	0 – 2	0 - 59

<u>% of Students proficient (65/level 2,3,4)</u>		<u>Score</u>	<u>% of Students proficient (65/level 2,3,4)</u>		<u>Score</u>	<u>% of Students proficient (65/level 2,3,4)</u>		<u>Score</u>
96 - 100	20		80	12		68	6	
91 – 95	19		79	11		67	6	
90	18		78	11		66	5	
89	17		77	10		65	5	
88	16		76	9		64	4	
87	16		75	9		63	4	
86	15		74	8		62	4	
85	15		73	8		61	3	
84	14		72	7		60	3	
83	14		71	7		40 – 59	2	
82	13		70	7		20 – 39	1	
81	12		69	6		0 – 19	0	

Local 15-point scale

<u>NYS</u>	<u>Score Points</u>	<u>% Students Meeting Growth Measure</u>
H	14 – 15	90 – 100
E	8 – 13	75 – 89
D	3 – 7	60 – 74
I	0 – 2	0 – 59

The locally selected measure for student achievement for K-5 and the Middle School Principals will be determined by calculating the percentage of students who reached level 2, 3, and 4 on the ELA and Math state assessments respective to each building.

<u>% of Students proficient (65/level 2,3,4)</u>	<u>Score</u>	<u>% of Students proficient (65/level 2,3,4)</u>	<u>Score</u>
96 - 100	15	72 – 74	7
90 – 95	14	69 – 71	6
88 – 89	13	66 – 68	5
86 – 87	12	63 – 65	4
82 – 85	11	60 – 62	3
79 – 81	10	50 – 59	2

77 - 78	9	21 - 49	1
75 - 76	8	0 - 20	0

The locally selected measure for student achievement for K-5 and the Middle School Principals will be determined by calculating the percentage of students who reached level 2, 3, and 4 on the ELA and Math state assessments respective to each building.

The HS Principal's locally selected student achievement measure will be determined by calculating the total percentage of students reaching 65 or greater on the NYS Regents exams in ELA 11, Algebra 1, Living Environment, Global Studies, and U.S. History.

Student populations for each exam will be weighted in accordance with the state recommended guidelines when determining the overall average. The table above will be used when converting the percentage of the student population who reached proficiency to the appropriate HEDI category.

SECTION V: IMPROVEMENT PLAN

**Corinth 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) 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 goal/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 twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. 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.

Principal Evaluation Rubrics - Kim Marshall

Procedure: Add up the scores achieved in each domain if all sixty (60) aspects of a principal's job performance are rated. Use the table to convert "Rubric Points" to "Points Earned".

Rubric Points	Points Earned	HEDI Rating
55-60	60	H
51-54	54	
45-50	50	E
41-44	44	
35-40	40	D
31-34	34	
0-30	0-30*	I

*Points earned are the same as the rubric points.

If less than 60 "aspects of a principal's job performance" are rated, the number of aspects rated becomes the "base" or denominator. The percentage achieved is determined using only the number of aspects of a principal's job performance that are rated (Ex. 58 instead of 60).

Score Points II.

A rating of "Highly Effective" (4) = a score of 1

A rating of "Effective" (3) = a score of .75

A rating of "Improvement Necessary" (2) = a score of .50

A rating of "Does Not Meet Standards" (1) = a score of 0.0

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:

HEDI TABLES

20% State AND 20 Local(No value Added)

HEDI Scoring 20% State 20% Local	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

15% Local for State Value added 4-8 ELA and Math

HEDI 15%	IF VALUE ADDED HAPPENS FOR GRADES 4-8 ELA --- THOSE TEACHERS WILL USE THIS CHART															
	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?															
	HIGHLY EFFECTIVE		EFFECTIVE							DEVELOPING					INEFFECTIVE	
	15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	85-89 %	81-84 %	78-82 %	77-81 %	72-76%	67-71 %	62-66%	57-61%	52-56%	47-51%	42-46%	37-41%	<36%	

HEDI TABLES

20% State AND 20 Local (No value Added)

HEDI Scoring 20% State 20% Local	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

15% Local for State Value added 4-8 ELA and Math

HEDI 15%	IF VALUE ADDED HAPPENS FOR GRADES 4-8 ELA --- THOSE TEACHERS WILL USE THIS CHART														
	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?														
	HIGHLY EFFECTIVE		EFFECTIVE							DEVELOPING					INEFFECTIVE
	15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1
97-100%	94-96%	90-93%	85-89 %	83-84 %	81-82 %	77-80 %	72-76%	67-71 %	62-66%	57-61%	52-56%	47-51%	42-46%	37-41%	0-36%

HEDI TABLES

20% State AND 20 Local (No value Added)

HEDI Scoring 20% State 20% Local	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100 %	97-98%	95-96%	92-94%	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	30-39%	<30 %

15% Local for State Value added 4-8 ELA and Math

HEDI 15%	IF VALUE ADDED HAPPENS FOR GRADES 4-8 ELA --- THOSE TEACHERS WILL USE THIS CHART														
	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?														
	HIGHLY EFFECTIVE			EFFECTIVE						DEVELOPING					INEFFECTIVE
	15	14	13	12	11	<u>10</u>	9	8	7	6	5	4	3	2	1
97-100%	94-96%	90-93%	85-89 %	83-84 %	81-82 %	77-80 %	72-76%	67-71 %	62-66%	57-61%	52-56%	47-51%	42-46%	37-41%	0-36%

Section 8 Teacher Improvement Plan (TIP)

Pursuant to Education Law 3012-c a TIP must be initiated whenever a teacher receives a composite rating of “developing” or “ineffective” as determined by the HEDI scoring bands on their annual evaluation. The TIP must be implemented no later than 10 days after the opening of classes in the school year following the school year for which the teacher’s performance was measured developing or ineffective through the composite HEDI rating unless NYS Education Department has not released scores to the District. In this case the TIP will be implemented within 20 days after the receipt of the score.

Staff members assigned to the TIP will work cooperatively with their evaluators to develop and implement an individualized remediation plan designed to assist the staff member in demonstrating competence. In general, a staff member will be placed by his or her evaluator in Special Assistance to address area(s) of concern in his/her performance. Staff members who are placed in the TIP will receive prior notification that will allow them time to obtain CTA representation. A teacher who is known to be in difficulty will be apprised of his/her status and have a TIP developed with sufficient opportunity to meet the goals.

The TIP will include sufficient opportunities for the staff member to obtain assistance from the Corinth Teachers’ Association and evaluators. Special training that is purposefully designed to build the staff member’s competency will be made available by the district. The staff member has a right to CTA representation in all subsequent meetings.

Below is a description of the program and the procedures to be followed:
The staff member will receive verbal and written notification when being placed on a TIP.

Procedures for the TIP:

1. The teacher’s immediate supervisor will place an individual teacher in TIP after she/he has received a composite rating of “developing” or “ineffective” as determined by the HEDI scoring bands on their annual evaluation. The teacher’s immediate supervisor can also place an individual teacher on a TIP after she/he has completed a performance review of the teacher on at least three separate occasions and has found significant difficulties to be present in the teacher’s professional performance during each of the three separate reviews.
2. There will be sufficient time and documentation between each performance assessment to allow the teacher reasonable opportunity to address identified difficulties.
3. A teacher’s immediate supervisor will send written notification to the teacher giving a date and time for the meeting and advising the teacher to bring a representative with him/her.
4. A teacher’s immediate supervisor will notify the superintendent when a teacher is placed in the TIP. The superintendent will then notify the Corinth Teachers’ Association President. Appropriate documentation will be provided to the individual teacher at the initial meeting, along with a notice of the teacher’s right to seek association representation. The teacher has a right to CTA representation at any and all subsequent meetings.
5. The initial identification and placement of a teacher in an improvement plan (TIP) will include:
 - a. a specific explanation of how the teacher is experiencing difficulty in meeting classroom teaching standards as delineated in the “criteria”, if applicable.
 - b. an explanation of how the teacher will benefit from the TIP.
 - c. previous efforts made by the teacher and immediate supervisor to assist the teacher in improving his/her performance, if applicable.
 - d. appropriate documentation accompanying the placement in TIP.
6. The superintendent will independently verify teacher deficiencies through the “HEDI scoring bands.
7. The superintendent will review the placement in the TIP with the teacher.

TIP: Plan Formulation

1. If the identified teacher refuses to recognize deficiencies and/or refuses to participate in the TIP even after a superintendent review determines that he/she needs to be placed in TIP, the district may take action without regard to this process.
2. An individual written plan will be prepared by the teacher and his/her immediate supervisor. The superintendent may be consulted by either party. The teacher may consult with a CTA representative and/or a staff member chosen by the teacher. Prior to implementation, the superintendent will review the plan.

The plan will include :

- a. identification and analysis of the specific behaviors, techniques, criteria, or standards as identified by the HEDI score which are at unsatisfactory performance levels and are in need of improvement or because the teacher's immediate supervisor can also place an individual teacher on a TIP after she/he has completed a performance review of the teacher on at least three separate occasions and has found significant difficulties to be present in the teacher's professional performance during each of the three separate reviews.
 - b. identification of the specific behavior(s), techniques, criteria, or standard(s) which are required for satisfactory performance, based on the HEDI score.
 - c. an outline of a plan designed to achieve acceptable performance, identified in (5a)
 - d. a specific timetable and method for evaluating the teacher's improvement in his/her performance
 - e. notification to the teacher that improvement of performance to an acceptable level in accordance with the APPR plan is expected, and failure to improve performance to the acceptable level may result in disciplinary action, up to and including 3020a proceedings.
 - f. Notification to the untenured teacher relative to item e. above will be done by April 15th.
3. The TIP may be modified (rewritten, extended, shortened, . . .) through mutual agreement of the parties (Superintendent, Immediate Supervisor, Teacher) with notification to the CTA President.
 4. All performance evaluations by an immediate supervisor and/or other district administrators will follow procedures delineated in APPR in the contract.

TIP: Termination of the Plan

1. At the conclusion of the plan, the teacher's immediate supervisor will report the successful completion to the superintendent in writing, and provide the teacher a copy of the report, including all documentation. The superintendent will notify the CTA President of the successful completion of the plan.
2. If the teacher is successful in the Continuous Professional Growth Level and does not need to be replaced in the TIP within a 6 year period, all documents directly pertaining to the identified teacher's TIP (ie. the initial reports to the superintendent, status reports, and the final reports), except the performance review documents which would be placed in the file for all teachers, will become the property of the teacher (both originals and all copies). At the teacher's discretion, these documents may be destroyed or become a permanent part of the teacher's personnel file.

Rights and Obligations Under the Teacher Improvement Plan

1. The costs associated with the teacher's involvement in the TIP are to be borne by the Corinth Central School District, for example: release from classes for collaboration or preparation of lessons, training, workshops and conferences as outlined and agreed upon in the TIP.
2. Any involvement by a teacher in a TIP outside of the normal working hours will not exceed the fifteen (15) hours required by Article 34 of the Corinth Teacher Association Contract. The written plan must include these hours. All hours beyond fifteen (15) outside the normal working hours shall be strictly voluntary, for example: attendance at workshops or courses in the evening, on weekends, or during vacations.
3. A teacher participating in the TIP shall receive copies of all documentation associated with the plan, including status reports, evaluations, and reports to the superintendent.
4. The teacher has the right to respond in writing to any and all reports, observations, evaluations placed in the personnel file and shall sign any and all reports placed therein.
5. Nothing in the TIP will prohibit any teacher or the district from exercising his/her/its contractual or legal rights, including grievance and arbitration procedures.
6. Nothing in the TIP procedures will prohibit the District from bringing disciplinary action against the identified teacher, except as stipulated in the individual TIP with the identified teacher. That is, the District will not proceed with disciplinary action for any issue related to the TIP, until the conclusion of the plan except when health, welfare and/or safety of students and others is jeopardized. "Any issue" is defined as the deficiencies identified and addressed in the teacher's individual Teacher Improvement Plan.
7. Nothing in this agreement will prohibit the teacher's immediate supervisor from conducting reasonable classroom observations following procedures delineated in the "Annual Performance Review" Plan and submitting evaluations to the superintendent.

APPENDIX

TIP Worksheets
Local Growth Measure
SLO Form

**CORINTH CENTRAL SCHOOL
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher: _____

School Year: _____

Assignment: _____

Date Plan Developed: _____

This form is a tool for communicating expectations and recommendations for improvement, related to APPR expectations. The teacher and supervisor will collaboratively develop the plan. A copy will be placed in the teacher's personnel file after it is completed and signed.

RECOMMENDATION(S) BASED ON PROFESSIONAL PERFORMANCE	ACTION PLAN FOR IMPROVEMENT	SUPPORT / RESOURCES TO BE PROVIDED WHO IS RESPONSIBLE?	EXPECTED DATE OF COMPLETION

Teacher's Signature

Date

Supervisor/Evaluator

Date

CTA President/Representative

Date

RECOMMENDATION(S) BASED ON PROFESSIONAL PERFORMANCE	ACTION PLAN FOR IMPROVEMENT	SUPPORT / RESOURCES TO BE PROVIDED WHO IS RESPONSIBLE?	EXPECTED DATE OF COMPLETION

Teacher's Signature

Date

Supervisor/Evaluator

Date

CTA President/Representative

Date

XV

**CORINTH CENTRAL SCHOOL
TEACHER IMPROVEMENT PLAN (TIP)**

Teacher: _____

School Year: _____

Assignment: _____

Date Plan Developed: _____

This form is a tool for communicating expectations and recommendations for improvement, related to APPR expectations. The teacher and supervisor will collaboratively develop the plan. A copy will be placed in the teacher's personnel file after it is completed and signed.

RECOMMENDATION(S) BASED ON PROFESSIONAL PERFORMANCE	ACTION PLAN FOR IMPROVEMENT	SUPPORT / RESOURCES TO BE PROVIDED WHO IS RESPONSIBLE?	EXPECTED DATE OF COMPLETION

Teacher's Signature

Date

Supervisor/Evaluator

Date

CTA President/Representative

Date

RECOMMENDATION(S) BASED ON PROFESSIONAL PERFORMANCE	ACTION PLAN FOR IMPROVEMENT	SUPPORT / RESOURCES TO BE PROVIDED WHO IS RESPONSIBLE?	EXPECTED DATE OF COMPLETION

--	--	--	--

Teacher's Signature

Date

Supervisor/Evaluator

Date

CTA President/Representative

Date

xvi

**CORINTH CENTRAL SCHOOL
TEACHER IMPROVEMENT PLAN (TIP)
PROGRESS ASSESSMENT**

Teacher: _____

School Year: _____

Assignment: _____

Date Plan Developed: _____

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS	FURTHER DEVELOPMENT NEEDED WHO IS RESPONSIBLE?	OUTCOME

Teacher's Signature

Date

Supervisor/Evaluator

Date

CTA President/Representative

Date

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS	FURTHER DEVELOPMENT NEEDED WHO IS RESPONSIBLE?	OUTCOME

Teacher's Signature

Date

Supervisor/Evaluator

Date

CTA President/Representative

Date

**CORINTH CENTRAL SCHOOL
TEACHER IMPROVEMENT PLAN (TIP)
CONCLUSION OF TAP REPORT**

DATE PLAN TERMINATED: _____

_____	_____
MEMBER	DATE
_____	_____
SUPERVISOR/EVALUATOR	DATE
_____	_____
CTA PRESIDENT/ REPRESENTATIVE	DATE
_____	_____
SUPERINTENDENT	DATE

xiv

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

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

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

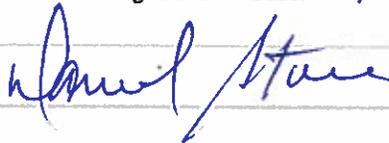
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

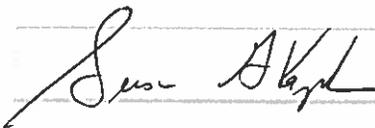
Superintendent Signature: Date: 12/10/12



Teachers Union President Signature: Date: Dec 10/12



Administrative Union President Signature: Date: 2-12-12



Board of Education President Signature: Date: 2/10/12

