



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

March 31, 2014

**Revised**

Christine Reynolds, Superintendent  
Dolgeville Central School District  
38 Slawson Street  
Dolgeville, NY 13329

Dear Superintendent Reynolds:

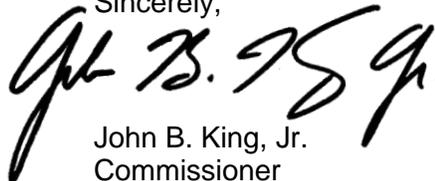
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Mark Vivaqua

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, March 04, 2014

---

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 211003040000

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

211003040000

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

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

DOLGEVILLE CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, March 17, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

State assessments, *required if one exists*

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	87% - 100% of students meet the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61% - 86% of students meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	37% - 60% of students meet the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 36% of students meet the target.

## 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	Dolgeville District Developed Kindergarten 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	87% - 100% of students meet the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61% - 86% of students meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	37% - 60% of students meet the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 36% of students meet the target.

## 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	HFHO/Oswego BOCES-developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES-developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% - 100% of students meet the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	64% - 84% of students meet the target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50% - 63% of students meet the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% - 49% of students meet the target.

## 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	HFHO/Oswego BOCES-developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES-developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES-developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% - 100% of students meet the target.
Effective (9 - 17 points) Results meet District goals for similar students.	64% - 84% of students meet the target.
Developing (3 - 8 points) Results are below District goals for similar students.	50% - 63% of students meet the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 49% of students meet the target.

## 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	Dolgeville Central School District-developed 9th Grade Global I Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. Global I teachers will be assigned points based on their students' performance on the Dolgeville Central School District-developed 9th Grade Global I Assessment. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	88% - 100% of students meet the target.
Effective (9 - 17 points) Results meet District goals for similar students.	67% - 87% of students meet the target.
Developing (3 - 8 points) Results are below District goals for similar students.	43% - 66% of students meet the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 42% of students meet the target.

## 2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment

Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	88% - 100% of students meet the target.
Effective (9 - 17 points) Results meet District goals for similar students.	67% - 87% of students meet the target.
Developing (3 - 8 points) Results are below District goals for similar students.	43% - 66% of students meet the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 42% of students meet the target.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building
--	--

2.11, below.	principal and individual teachers based on student performance on pretests. In Algebra I, for students in Common Core courses who take both the NYS Integrated Algebra Regents and the Common Core Algebra Regents, the higher of the two scores will be used to determine the teacher's rating. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	88% - 100% of students meet the target.
Effective (9 - 17 points) Results meet District goals for similar students.	67% - 87% of students meet the target.
Developing (3 - 8 points) Results are below District goals for similar students.	43% - 66% of students meet the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 42% of students meet the target.

## 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	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Comprehensive English Regents
Grade 11 ELA	Regents assessment	New York State Comprehensive English Regents

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. Grades 9 and 10 will use a school-wide measure based on the results of the New York State Comprehensive English Regents in Grade 11. See the graphic at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	88% - 100% of students meet the target.

Effective (9 - 17 points) Results meet District goals for similar students.	67% - 87% of students meet the target.
Developing (3 - 8 points) Results are below District goals for similar students.	43% - 66% of students meet the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% - 42% of students meet the target.

## 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
Middle School Health	District, Regional or BOCES-developed	Dolgeville Central School District-developed Grades 7-8 Health Assessment
Middle School Technology	School/BOCES-wide/group/team results based on State	New York State Integrated and Common Core Algebra Regents Assessment
Grades 6, 7 Family and Consumer Science	District, Regional or BOCES-developed	HFHO/Oswego BOCES Developed Course-Specific Assessment
Government and Economics	District, Regional or BOCES-developed	Dolgeville Developed Government and Economics Assessments
Elementary Art and Music	School/BOCES-wide/group/team results based on State	New York State Grades 3 and 4 ELA Assessments
Middle School Art and Music	School/BOCES-wide/group/team results based on State	New York State Grades 5-8 ELA Assessments
Elementary, Middle, and High School Physical Education	District, Regional or BOCES-developed	Dolgeville Developed Course Specific Physical Education Assessment
All Other Courses Not Listed	District, Regional or BOCES-developed	Dolgeville Central School District Developed Course-Specific Assessment
High School Art and Music	School/BOCES-wide/group/team results based on State	New York State Comprehensive English Regents
High School Health	District, Regional or BOCES-developed	Dolgeville Central School District-developed Grades 9-12 Health Assessment
High School Technology	School/BOCES-wide/group/team results based on State	New York State Integrated and Common Core Algebra Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings based on individual student growth between the administration of pretests and end-of-course assessments. Individual growth targets are determined by the building principal and individual teachers based on student performance on pretests. In Algebra I, for students in Common Core courses who take both the NYS Integrated Algebra Regents and the
---	---

Common Core Algebra Regents, the higher of the two scores will be used to determine the teacher's rating. Elementary art and music will use a school-wide measure based on the percentage of students meeting individual growth targets on the grades 3 and 4 State ELA assessments. Middle school art and music will use a school-wide measure based on the percentage of students meeting individual growth targets on the grades 5-8 State ELA assessments. Middle school technology will use a school-wide measure based on the percentage of students in 8th grade who meet or exceed their individual growth targets on the New York State Algebra Regents. High school art and music, and high school technology will use a school-wide measure based on the percentage of students who meet or exceed their individual growth targets on the New York State Comprehensive English Regents and New York State Algebra Regents, respectively. See the graphic at 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Elementary School: 87% - 100% of students reach the SLO target Middle School: 85% - 100% of students reach the SLO target High School: 88% - 100% of students reach the SLO target
Effective (9 - 17 points) Results meet District goals for similar students.	Elementary School: 61% - 86% of students reach the SLO target Middle School: 64% - 84% of students reach the SLO target High School: 67% - 87% of students reach the SLO target
Developing (3 - 8 points) Results are below District goals for similar students.	Elementary School: 37% - 60% of students reach the SLO target Middle School: 50% - 63% of students reach the SLO target High School: 43% - 66% of students reach the SLO target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Elementary School: 0% - 36% of students reach the SLO target Middle School: 0% - 49% of students reach the SLO target High School: 0% - 42% of students reach the SLO target

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/823648-TXEttx9bQW/Student Growth Measures for Teachers - Revised 3-10-14.pdf

## 2.12) Locally Developed Controls

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

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

No locally developed controls.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, March 26, 2014

---

#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

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

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

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

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

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.	See 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 87% - 100% of students achieve the target Grades 5-8: 85% - 100% of students achieve the target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 61% - 86% of students achieve the target Grades 5-8: 64% - 84% of students achieve the target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 37% - 60% of students achieve the target Grades 5-8: 50% - 63% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 0% - 36% of students achieve the target Grades 5-8: 0% - 49% of students achieve the target

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise
5	6(ii) School wide measure computed locally	STAR Math Enterprise
6	6(ii) School wide measure computed locally	STAR Math Enterprise
7	6(ii) School wide measure computed locally	STAR Math Enterprise
8	6(ii) School wide measure computed locally	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.	See 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 87% - 100% of students achieve the target Grades 5-8: 85% - 100% of students achieve the target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 61% - 86% of students achieve the target Grades 5-8: 64% - 84% of students achieve the target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 37% - 60% of students achieve the target Grades 5-8: 50% - 63% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4: 0% - 36% of students achieve the target Grades 5-8: 0% - 49% of students achieve the target

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/823649-rhJdBgDruP/3.3 Locally Selected Student Achievement Targets for Teachers (15 and 20 Points), Revised 3-26-14.pdf

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

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

See 3.13

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	87% - 100% of students achieve the target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 86% of students achieve the target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	37% - 60% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 36% of students achieve the target

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise
1	6(ii) School-wide measure computed locally	STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise
2	6(ii) School-wide measure computed locally	STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise
3	6(ii) School-wide measure computed locally	STAR Early Literacy, STAR Reading Enterprise, and 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.	See 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	87% - 100% of students achieve the target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 86% of students achieve the target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	37% - 60% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 36% of students achieve the target

### 3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% - 100% of students achieve the target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 84% of students achieve the target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% - 63% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 49% of students achieve the target

### 3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% - 100% of students achieve the target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64% - 84% of students achieve the target

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% - 63% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 49% of students achieve the target

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Global 2	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
American History	6(ii) School wide measure computed locally	Regents Exams: Integrated Algebra/Common Core and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English

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.	See 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 100% of students achieve the target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 87% of students achieve the target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43% - 66% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 42% of students achieve the target

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Earth Science	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Chemistry	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Physics	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English

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.	See 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 100% of students achieve the target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 87% of students achieve the target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43% - 66% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 42% of students achieve the target

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Geometry	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Algebra 2	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English

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

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

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

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.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 100% of students achieve the target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 87% of students achieve the target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43% - 66% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 42% of students achieve the target

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Grade 10 ELA	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English
Grade 11 ELA	6(ii) School wide measure computed locally	Regents Exams: Integrated/Common Core Algebra and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 100% of students achieve the target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 87% of students achieve the target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43% - 66% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 42% of students achieve the target

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other 9-12 Courses Not Named Above	6(ii) School wide measure computed locally	Regents Exams: Integrated Algebra/Common Core and Geometry; Living Environment and Physical Setting/Earth Science; Global History and Geography; US History and Government; Comprehensive English

All Other Courses K-4	6(ii) School wide measure computed locally	Star Early Literacy Enterprise and STAR Reading Enterprise
All Other Courses 5-8	6(ii) School wide measure computed locally	STAR Reading Enterprise

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.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/823649-y92vNseFa4/3.13 Locally Selected Student Achievement Targets for Teachers (15 and 20 Points) - Revised 3-26-14.pdf

### 3.14) Locally Developed Controls

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

(No response)

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

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

Teachers with more than one locally selected measure will have their HEDI scores combined commensurate with the ratio of students tested. In the event that the combined HEDI scores result in a decimal and that rounding up would result in the teacher moving from one HEDI rating category to another, higher category, the number will be rounded down.

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, January 29, 2014

---

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 Edition)

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

For All Standards, 1-7

Based on assessment evidence for each element within the standard.

4 Points - Highly Effective

3 Points - Effective

2 Points - Developing

## 1 Point - Ineffective

Scores from multiple observations of the same element will be averaged for that element before that average is used to calculate the overall mean score.

Points will be added and averaged for a mean score of 1.0 - 4.0. The mean score will be converted to a composite score from 0-60 points. The 1-4 average rubric scores in the attached conversion chart are the minimum values necessary to earn the corresponding HEDI score.

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

[assets/survey-uploads/5091/195337-eka9yMJ855/Overall Average Rubric Score to Composite Score Conversion Chart for Teachers and Principal \(Revised\).pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A score is calculated for each standard. The mean of the scores is calculated and converted into a composite score. A mean score of 3.5-4.0 converts to a composite score of 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	A score is calculated for each standard. The mean of the scores is calculated and converted into a composite score. A mean score of 2.5-3.4 converts to a composite score of 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score is calculated for each standard. The mean of the scores is calculated and converted into a composite score. A mean score of 1.5-2.4 converts to a composite score of 50-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A score is calculated for each standard. The mean of the scores is calculated and converted into a composite score. A mean score of 1.0-1.4 converts to a composite score of 0-49.

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- Not Applicable
- 

## 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
-------------	---

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, December 04, 2013

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, March 04, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/195342-Df0w3Xx5v6/TIP and PIP Form.doc

### 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:

Appeal of the Annual Performance Review for Teachers  
Appeal Time Limit:

Only a tenured teacher who receives a rating of “Ineffective” or “Developing” on the 60 points on the classroom observations and summative rubric evaluation may appeal the annual performance review to the Superintendent within fifteen (15) calendar days of receiving such written annual performance review. Appeals of the issuance of a TIP must be submitted within 15 calendar days of the issuance of the TIP. Appeals of the district's failure to implement the terms of the TIP must be filed within 15 days of each alleged failure of a component of the plan.

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

Description of Appeal Process:

Only a single written appeal is permissible for each overall evaluation or TIP.

An appeal of an overall evaluation must be based upon one of the following grounds:

- The substance of the evaluation.
- The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law 2012-c and applicable rules and regulations.
- The District's failure to comply with locally negotiated procedures.
- The District's failure to issue and/or implement the terms of the Teacher Improvement Plan (TIP), where applicable, as required under Education Law 3012-c.

When bringing an appeal, the teacher has the burden of convincing the Superintendent that the overall evaluation should be set aside or modified based upon one of the grounds set forth in #4 in the section below.

The written appeal must contain the following:

1. A detailed description of the disagreement over the performance review or TIP.
2. A copy of the performance review or TIP.
3. Any additional documents or materials as necessary.
4. At least one of the following descriptions:
  - a. How the overall evaluation allegedly did not adhere to statutory or regulatory standards and methodology.
  - b. How the overall evaluation allegedly did not meet negotiated standards.
  - c. How the TIP and its implementation allegedly did not meet negotiated standards.
5. Why the appealing teacher believes the overall evaluation should be modified.

No additional information can be submitted or considered, and there will be no evidentiary hearing.

Waiver:

Any issues not raised in the appeal shall be deemed waived. Failure to timely file such appeal shall be deemed a waiver of the right to appeal.

District's Response to Appeal:

Within fifteen (15) days of the District's receipt of the appeal, the supervising administrator who issued the overall evaluation of the teacher or the TIP must submit a detailed written response to the appeal to the Superintendent. The response should contain the reasons for the teacher's rating or TIP and any documents or materials that support the supervising administrator's overall evaluation or TIP. Only information submitted with the supervising administrator's response will be considered.

Decision of the Superintendent of Schools:

The Superintendent shall issue a written decision on the teacher's appeal within thirty (30) calendar days of the receipt of the appeal.

The decision must set forth the reasons and factual basis for the determination on each specific issue raised in the teacher's appeal.

If the teacher's appeal is sustained, the Superintendent may set aside or modify a rating.

A copy of the decision shall be provided to the teacher and to the teacher's supervising administrator.

Exclusive Remedy:

This appeals procedure shall constitute the exclusive means for reviewing and resolving any challenge to a teacher's overall evaluation or TIP. The Superintendent's decision shall be final and binding, and shall not be subject to review under the contractual grievance procedures outlined in Article III of the DTA Agreement, nor is it subject to review in arbitration, in court, before the Commissioner of Education, or in any other forum.

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

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

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the Herkimer BOCES Network Team evaluator/lead evaluator training and the NYSCOSS LEAF lead evaluator training in accordance with SED procedures and processes. The training will occur through the school year with the total training time and modules completed commensurate with SED expectations. Total time will equate to three full days

of seven hours each, for a total of 21 hours. Training will include:

- 1) The New York State Teaching Standards, their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
  - 2) Evidence-based observation techniques that are grounded in research.
  - 3) Application and use of the student growth percentile model and the value-added growth model.
  - 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher's or principal's practice.
  - 5) Application and use of any assessment tools that the school district or BOCES uses to evaluate its classroom teachers or principals, including but not limited to, structured portfolio reviews, student/parent/teacher/community surveys, professional growth goals, school improvement goals, etc.
  - 6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals.
  - 7) Use of the Statewide Instructional Reporting System.
  - 8) The scoring methodology, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings.
  - 9) Specific considerations for use in evaluating teachers and principals of English language learners and students with disabilities.
- Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher evaluation will continue training on an annual basis through participating in annual follow-up training provided by the Herkimer BOCES Network Team. Administrators who complete the annual follow-up training, which will maintain inter-rater reliability of evaluators over time, will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013  
Updated Thursday, March 27, 2014

## Page 1

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

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

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

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

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

5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Elementary K-4	State-approved 3rd party assessment	STAR Early Literacy Enterprise for Grades K-1 and STAR Reading Enterprise for Grades 1-2
Elementary K-4	State assessment	New York State grades 3 and 4 ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The above listed assessments for grades K-3 will be used to measure building-wide student growth for the K-4 principal. The State will provide the growth score based on the results of the grade 4 ELA and Math State assessments which will then be weighted proportionately with the SLO results. For grade 1, some students take the STAR Early Literacy assessment while others are eligible to take the STAR Reading assessment - these students will not be double counted. Individual students growth targets will be determined by the principal and the superintendent for students in grades K-3 based on pre-assessment baseline data. See attached chart for HEDI point assignment for SLO's in grades K-3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	87% - 100% of students will grow to the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	61% - 86% of students will grow to the target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	37% - 60% of students will grow to the target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0% - 36% of students will grow to the target.

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/12156/823653-lha0DogRNw/Student Growth Measures for the Elementary Principal - 3-27-14.pdf

### 7.4) Special Considerations for Comparable Growth Measures

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

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

No special adjustments or controls.

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
--	---------

7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
---	---------

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, March 19, 2014

---

## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(a) achievement on State assessments	New York State Math and ELA Assessments in Grades 5-8
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	Five Year Graduation Rate, including August Graduations

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.	See uploaded graphic.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 5-8: 53% - 100% of students achieve the target Grades 9-12: 88% - 100% of students achieve the target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 5-8: 40% - 52% of students achieve the target Grades 9-12: 67% - 87% of students achieve the target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 5-8: 34% - 39% of students achieve the target Grades 9-12: 43% - 66% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 5-8: 0% - 33% of students achieve the target Grades 9-12: 0% - 42% of students achieve the 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/12190/823654-qBFVOWF7fC/8.1 Student Achievement Targets for Middle and High School Principals (Revised 3-19-14).pdf

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise, STAR Reading Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See uploaded graphic.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	87% - 100% of students achieve the target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61% - 86% of students achieve the target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	37% - 60% of students achieve the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 36% of students achieve the target.

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

(No response)

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

[assets/survey-uploads/12190/823654-T8MIGWUVm1/Locally Selected Student Achievement Targets for the Principal - Revised 3-10-14.pdf](#)

### 8.3) Locally Developed Controls

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

No locally developed controls will be utilized.

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

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

(No response)

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

---

## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The all domains of the Multidimensional Principal Performance Rubric will be assigned ratings as follows, based on the evidence observed in each subcomponent.

4 Points - Highly Effective

3 Points - Effective

2 Points - Developing

1 Point - Ineffective

Multiple ratings of the same subcomponents will be averaged into a simple mean score for that subcomponent. A simple mean score of 1.0 - 4.0 will be calculated from the HEDI ratings of the domains. This mean score will be converted into a composite score of 0-60 points. The rubric scores listed on the conversion chart are the minimum values necessary to earn the corresponding 0-60 HEDI rating.

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

[assets/survey-uploads/5143/195356-pMADJ4gk6R/Overall Average Rubric Score to Composite Score Conversion Chart for Teachers and Principal \(Revised\).pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	A mean score based on the HEDI ratings for each domain will be calculated. A mean score of 3.5-4.0 will convert to a composite score of 59-60.
Effective: Overall performance and results meet standards.	A mean score based on the HEDI ratings for each domain will be calculated. A mean score of 2.5-3.4 will convert to a composite score of 57-58.
Developing: Overall performance and results need improvement in order to meet standards.	A mean score based on the HEDI ratings for each domain will be calculated. A mean score of 1.5-2.4 will convert to a composite score of 50-56.
Ineffective: Overall performance and results do not meet standards.	A mean score based on the HEDI ratings for each domain will be calculated. A mean score of 1.0-1.4 will convert to a composite score of 0-49.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, December 04, 2013

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, March 10, 2014

---

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/195361-Df0w3Xx5v6/TIP and PIP Form.doc](#)

### 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:

## Appeal of the Annual Performance Review for Principals:

### Appeal Time Limit:

Only a principal who receives a rating of “Ineffective” or “Developing” on the 60 points on the summative rubric evaluation may appeal the annual performance review to the Superintendent within fifteen (15) calendar days of receiving such written annual performance review. Appeals of the issuance of a PIP must be filed within 15 days of the issuance. Appeals of the alleged failure of the district to implement each item in the PIP must be filed within 15 days of the alleged failure of the district to provide that item.

### Description of Appeal Process:

Only a single written appeal is permissible for each overall evaluation or PIP.

An appeal of an overall evaluation must be based upon one of the following grounds:

- The substance of the evaluation.
- The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law 2012-c and applicable rules and regulations.
- The District’s failure to issue and/or implement the terms of the Principal Improvement Plan (PIP), where applicable, as required under Education Law 3012-c.

When bringing an appeal, the principal has the burden of convincing the Superintendent that the overall evaluation should be set aside or modified based upon one of the grounds set forth in #4 in the section below.

The written appeal must contain the following:

1. A detailed description of the disagreement over the performance review or PIP.
2. A copy of the performance review or PIP.
3. Any additional documents or materials as necessary.
4. At least one of the following descriptions:
  - a. How the overall evaluation allegedly did not adhere to statutory or regulatory standards and methodology.
  - b. How the overall evaluation allegedly did not meet negotiated standards.
  - c. How the PIP and its implementation allegedly did not meet negotiated standards.
5. Why the appealing principal believes the overall evaluation should be modified.

No additional information can be submitted or considered, and there will be no evidentiary hearing.

### Waiver:

Any issues not raised in the appeal shall be deemed waived. Failure to timely file such appeal shall be deemed a waiver of the right to appeal.

### District’s Response to Appeal:

Within fifteen (15) days of the Superintendent's receipt of the appeal, the Superintendent shall issue a written decision on the appeal.

The decision must set forth the reasons and factual basis for the determination on each specific issue raised in the principal's appeal.

If the principal's appeal is sustained, the Superintendent may set aside or modify the rating.

A copy of the decision shall be provided to the principal.

### Exclusive Remedy:

This appeals procedure shall constitute the exclusive means for reviewing and resolving any challenge to a principals's overall evaluation or PIP. The Superintendent’s decision shall be final and binding, and shall not be subject to review in arbitration, in court, before the Commissioner of Education, or in any other forum.

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

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

The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the Herkimer BOCES Network Team evaluator/lead evaluator training and the NYSCOSS LEAF lead evaluator training in accordance with SED procedures and processes. The training will occur through the school year with the total training time and modules completed commensurate with SED expectations, equivalent to three days of eight hours each. Training will include:

- 1) The New York State Teaching Standards, their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research.
- 3) Application and use of the student growth percentile model and the value-added growth model.
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher's or principal's practice.
- 5) Application and use of any assessment tools that the school district or BOCES uses to evaluate its classroom teachers or principals, including but not limited to, structured portfolio reviews, student/parent/teacher/community surveys, professional growth goals, school

improvement goals, etc.

6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals.

7) Use of the Statewide Instructional Reporting System.

8) The scoring methodology, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings.

9) Specific considerations for use in evaluating teachers and principals of English language learners and students with disabilities. Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for evaluations will continue training on an annual basis through participating in annual follow-up training provided by the Herkimer BOCES Network Team. Administrators who complete the annual follow-up training, which will maintain inter-rater reliability of evaluators over time, will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the performance evaluation process.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this

Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher’s or principal’s overall rating and their subcomponent ratings

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

---

• Checked

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, March 28, 2014

---

### Page 1

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

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

[assets/survey-uploads/12158/823658-3Uqgn5g9Iu/APPR Certification - 3-28-14.pdf](#)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Elementary School – Grades K-4**  
**Student Growth Measures for Teachers**

<b>Teacher Name</b>																																																															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																																																														
<b>Interval</b> Timeline	School Year – September 1 <sup>st</sup> – June 20 <sup>th</sup>																																																														
<b>Learning Content</b> Standards	Common Core and New York State Standards for English Language Arts and Mathematics																																																														
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Pre-Assessment: Summative Assessment:																																																														
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Previous Assessment Performance: Spring, 20-- _____ (Where available.) Pre-Assessment Performance: Fall, 20-- _____ Summative Assessment Performance: Spring, 20-- _____																																																														
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	80% of students will grow to have scaled scores on the _____ assessments administered in Spring, 20-- which exceed their performance on the _____ assessments administered in Fall, 20--.																																																														
<b>HEDI</b>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">Highly Effective</th> <th colspan="9">Effective</th> <th colspan="5">Developing</th> <th colspan="3">Ineffective</th> </tr> <tr> <th>20</th> <th>19</th> <th>18</th> <th>17</th> <th>16</th> <th>15</th> <th>14</th> <th>13</th> <th>12</th> <th>11</th> <th>10</th> <th>9</th> <th>8</th> <th>7</th> <th>6</th> <th>5</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> <th>0</th> </tr> </thead> <tbody> <tr> <td>96-100%</td> <td>92-95%</td> <td>87-91%</td> <td>83-86%</td> <td>80-82%</td> <td>78-79%</td> <td>76-77%</td> <td>74-75%</td> <td>71-73%</td> <td>68-70%</td> <td>64-67%</td> <td>61-63%</td> <td>57-60%</td> <td>52-56%</td> <td>48-51%</td> <td>45-47%</td> <td>41-44%</td> <td>37-40%</td> <td>24-36%</td> <td>12-23%</td> <td>0-11%</td> </tr> </tbody> </table>	Highly Effective			Effective									Developing					Ineffective			20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	96-100%	92-95%	87-91%	83-86%	80-82%	78-79%	76-77%	74-75%	71-73%	68-70%	64-67%	61-63%	57-60%	52-56%	48-51%	45-47%	41-44%	37-40%	24-36%	12-23%	0-11%
	Highly Effective			Effective									Developing					Ineffective																																													
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0																																										
96-100%	92-95%	87-91%	83-86%	80-82%	78-79%	76-77%	74-75%	71-73%	68-70%	64-67%	61-63%	57-60%	52-56%	48-51%	45-47%	41-44%	37-40%	24-36%	12-23%	0-11%																																											
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	New York State Common Core Standards in English Language Arts/Literacy and Mathematics lay the foundation in elementary school for success at higher grades. Students increasing their scaled scores have demonstrated average to above average growth from Fall to Spring assessment administrations due the use of different norms for each administration. A target of 80% is reasonable given the mixed abilities of the students being assessed.																																																														

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Middle School – Grades 5-8**  
**Student Growth Measures for Teachers**

<b>Teacher Name</b>																					
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
<b>Interval</b> Timeline	School Year: September 1 <sup>st</sup> – June 20 <sup>th</sup>																				
<b>Learning Content</b> Standards	New York State Learning Standards for _____ and the Common Core Learning Standards																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	<ul style="list-style-type: none"> <li>• Previous Assessment: Spring, 20-- Assessment in _____ (if available)</li> <li>• Pre-Assessment: Fall, 20-- Pre-Assessment (third party assessment or regionally developed assessment)</li> <li>• Summative Assessment: Spring, 20-- Assessment in _____ (third party assessment, regionally developed assessment, NYS 5-8 Assessment, or Regents examination)</li> </ul>																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	<ul style="list-style-type: none"> <li>• Previous Assessment: Spring, 20-- Assessment in _____ (if available)</li> <li>• Pre-Assessment: Fall, 20-- Pre-Assessment (third party assessment or regionally developed assessment)</li> </ul>																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	80% of students enrolled in _____ will grow from the pretest score to score at a target of _____ on the summative assessment.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	100-95%	94-90%	89-85%	84-82%	81-79%	78-77%	76-75%	74-73%	72-71%	70-69%	68-66%	65-64%	63-61%	60-58%	57-56%	55-54%	53-52%	51-50%	49-40%	39-20%	19-0%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The New York State Learning Standards for _____ together with the Common Core Learning Standards lay the foundation for the _____ content area. A target of 80% proficiency is reasonable given the mixed ability of the students being assessed.																				

**DOLGEVILLE CENTRAL SCHOOL**  
**James A. Green High School – Grades 9-12**  
**Student Growth Measures for Teachers**

<b>Teacher Name</b>																					
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
<b>Interval</b> Timeline	School Year – September 1 <sup>st</sup> – June 30 <sup>th</sup>																				
<b>Learning Content</b> Standards	New York State Learning Standards for _____ and the Common Core Learning Standards																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Pre-Assessment: Summative Assessment:																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Previous Assessment Performance: Pre-Assessment Performance: Summative Assessment Performance:																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	85% of students enrolled in _____ will grow _____ percentage points or more on the _____ exam compared to their performance on the _____ pretest.																				
<b>HEDI</b>	<b>Highly Effective</b>				<b>Effective</b>								<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	97-100%	93-96%	88-92%	83-87%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	63-66%	59-62%	55-58%	51-54%	47-50%	43-46%	35-42%	20-34%	0-19%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The New York State Learning Standards for _____ together with the Common Core Learning Standards are the foundation for the Regents and regionally developed examinations given at the end of the school year. The previous assessment and the pre-assessment will provide information to drive instruction and student learning. Pre-assessments for Regents courses will parallel the Regents exam format and content. Assessments throughout the year will gauge student progress toward the target. Implementing a rigorous curriculum directly aligned with the NYS Learning Standards and the Common Core Learning Standards will promote student academic growth and development. Participation in a rigorous _____ course will support college and career readiness.																				

## DOLGEVILLE CENTRAL SCHOOL

### Dolgeville Elementary School – Grades K-4

#### Locally Selected Student Achievement Targets for Teachers (Without Value-Added Measure – 20 Points)

<b>Teacher Name</b>	<b>All Dolgeville Elementary School Teachers</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
<b>Interval</b> Timeline	20__ -20__ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	New York State Common Core Standards for English Language Arts/Literacy																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall. Summative Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall.																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall.																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The District will set the achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement target.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	96-100%	92-95%	87-91%	83-86%	80-82%	78-79%	76-77%	74-75%	71-73%	68-70%	64-67%	61-63%	57-60%	52-56%	48-51%	45-47%	41-44%	37-40%	24-36%	12-23%	0-11%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Therefore, all elementary courses will rely on student achievement on the STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise assessments. A target of 80% of students school-wide meeting or exceeding the achievement target is reasonable given the mixed abilities of the students being assessed.																				

**DOLGEVILLE CENTRAL SCHOOL**

**Dolgeville Elementary School – Grades K-4**

**Locally Selected Student Achievement Targets for Teachers (With Value-Added Measure – 15 Points)**

<b>Teacher Name</b>	<b>All Dolgeville Elementary School Teachers</b>															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):															
<b>Interval</b> Timeline	20__ - 20__ School Year (9/1 – 6/30)															
<b>Learning Content</b> Standards	New York State Common Core Standards for English Language Arts/Literacy															
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall. Summative Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall.															
<b>Baseline</b> Previous and Pre-Assessment Performance Data	School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall.															
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The District will set the achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement targets.															
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>					<b>Developing</b>					<b>Ineffective</b>		
	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	93-100%	87-92%	82-86%	78-81%	73-77%	69-72%	65-68%	61-64%	56-60%	51-55%	46-50%	41-45%	37-40%	24-36%	12-23%	0-11%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Therefore, all elementary courses will rely on student achievement on the STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise assessments. A target of 80% of students school-wide meeting or exceeding the achievement target is reasonable given the mixed abilities of the students being assessed.															

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Middle School – Grades 5-8**

**Locally Selected Student Achievement Targets for Teachers (Without Value-Added Measure – 20 Points)**

<b>Teacher Name</b>	<b>All Dolgeville Middle School Teachers</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8																				
<b>Interval</b> Timeline	20__ -20__ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	New York State Common Core Standards for ELA																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: New York State Spring of prior year ELA Assessments; STAR Reading Enterprise and STAR Math Enterprise Spring Assessments of prior year. Pre-Assessment: Fall STAR Reading Enterprise and STAR Math Enterprise Assessments Summative Assessment: Spring STAR Reading Enterprise and STAR Math Enterprise Assessments																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Pre-Assessment Performance: STAR Reading Enterprise and STAR Math Enterprise Fall Assessment Administration																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The District will set the achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement target.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	95-100%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	66-68%	64-65%	61-63%	58-60%	56-57%	54-55%	52-53%	50-51%	40-49%	20-39%	0-19%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Therefore, all middle school courses will rely on student achievement on the STAR Reading Enterprise and STAR Math Enterprise assessments. A target of 80% of students school-wide meeting or exceeding the achievement target is reasonable given the mixed abilities of the students being assessed.																				

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Middle School – Grades 5-8**

**Locally Selected Student Achievement Targets for Teachers (With Value-Added Measure – 15 Points)**

<b>Teacher Name</b>	<b>All Dolgeville Middle School Teachers</b>															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8															
<b>Interval</b> Timeline	20__ - 20__ School Year (9/1 – 6/30)															
<b>Learning Content</b> Standards	New York State Common Core Standards for ELA															
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: New York State Spring of prior year ELA Assessments; STAR Reading Enterprise and STAR Math Enterprise Spring Assessments of prior year. Pre-Assessment: Fall STAR Reading Enterprise and STAR Math Enterprise Assessments Summative Assessment: Spring STAR Reading Enterprise and STAR Math Enterprise Assessments															
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Pre-Assessment Performance: STAR Reading Enterprise and STAR Math Enterprise Fall Assessment Administration															
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The District will set the achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement target.															
<b>HEDI</b>	<b>Highly Effective</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	100-92%	91-85%	84-80%	79-76%	75-73%	72-70%	69-67%	66-64%	63-60%	59-57%	56-54%	53-52%	51-50%	49-40%	39-20%	19-0%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Therefore, all middle school courses will rely on student achievement on the STAR Reading Enterprise and STAR Math Enterprise assessments. A target of 80% of students school-wide meeting or exceeding the achievement target is reasonable given the mixed abilities of the students being assessed.															

## DOLGEVILLE CENTRAL SCHOOL

### Dolgeville Elementary School – Grades K-4

#### Locally Selected Student Achievement Targets for Teachers (Without Value-Added Measure – 20 Points)

<b>Teacher Name</b>	<b>All Dolgeville Elementary School Teachers</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
<b>Interval</b> Timeline	20__ -20__ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	New York State Common Core Standards for English Language Arts/Literacy																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall, 20__ Summative Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Spring, 20__																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall, 20__																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The district will set an achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement target.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	96-100%	92-95%	87-91%	83-86%	80-82%	78-79%	76-77%	74-75%	71-73%	68-70%	64-67%	61-63%	57-60%	52-56%	48-51%	45-47%	41-44%	37-40%	24-36%	12-23%	0-11%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Therefore, all elementary courses will rely on student achievement on the STAR Early Literacy, STAR Reading Enterprise, and STAR Math Assessments. The district will set the achievement target.																				

**DOLGEVILLE CENTRAL SCHOOL**

**Dolgeville Elementary School – Grades K-4**

**Locally Selected Student Achievement Targets for Teachers (With Value-Added Measure – 15 Points)**

<b>Teacher Name</b>	<b>All Dolgeville Elementary School Teachers</b>															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):															
<b>Interval</b> Timeline	20__ - 20__ School Year (9/1 – 6/30)															
<b>Learning Content</b> Standards	New York State Common Core Standards for English Language Arts/Literacy															
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall, 20__ Summative Assessment: School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Spring, 20__															
<b>Baseline</b> Previous and Pre-Assessment Performance Data	School-wide assessments in STAR Early Literacy, STAR Reading Enterprise, and STAR Math Enterprise in Fall, 20__															
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The district will set an achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement target.															
<b>HEDI</b>	<b>Highly Effective</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	93-100%	87-92%	82-86%	78-81%	73-77%	69-72%	65-68%	61-64%	56-60%	51-55%	46-50%	41-45%	37-40%	24-36%	12-23%	0-11%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Therefore, all elementary courses will rely on student achievement on the STAR Early Literacy, STAR Reading Enterprise, and STAR Math Assessments. The district will set the achievement target.															

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Middle School – Grades 5-8**

**Locally Selected Student Achievement Targets for Teachers (Without Value-Added Measure – 20 Points)**

<b>Teacher Name</b>	<b>All Dolgeville Middle School Teachers</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8																				
<b>Interval</b> Timeline	20__ -20__ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	New York State Common Core Standards for ELA																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: New York State Spring, 20__ ELA Assessments; STAR Reading Enterprise Spring, 20__ Assessments Pre-Assessment: Fall, 20__ STAR Reading Enterprise Assessments Summative Assessment: Spring, 20__ STAR Reading Enterprise Assessments																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Pre-Assessment Performance: STAR Reading Enterprise Fall, 20__ Assessment Administration																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The district will set an achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement target.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	95-100%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	66-68%	64-65%	61-63%	58-60%	56-57%	54-55%	52-53%	50-51%	40-49%	20-39%	0-19%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	Dolgeville Middle School teachers have worked collaboratively over time to ensure a literacy-rich curriculum. Literacy is taught and supported across all disciplines. As such, the district will set an achievement target for Dolgeville Middle School that is representative of this continuing initiative.																				

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Middle School – Grades 5-8**

**Locally Selected Student Achievement Targets for Teachers (With Value-Added Measure – 15 Points)**

<b>Teacher Name</b>	<b>All Dolgeville Middle School Teachers</b>															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8															
<b>Interval</b> Timeline	20___ - 20___ School Year (9/1 – 6/30)															
<b>Learning Content</b> Standards	New York State Common Core Standards for ELA															
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: New York State Spring, 20___ ELA Assessments; STAR Reading Enterprise Spring, 20___ Assessments Pre-Assessment: Fall, 20___ STAR Reading Enterprise Assessments Summative Assessment: Spring, 20___ STAR Reading Enterprise Assessments															
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Pre-Assessment Performance: STAR Reading Enterprise Fall, 20___ Assessment Administration															
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	The district will set an achievement target. HEDI points will be awarded on the percentage of students school-wide who meet or exceed the achievement target.															
<b>HEDI</b>	<b>Highly Effective</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	100-92%	91-85%	84-80%	79-76%	75-73%	72-70%	69-67%	66-64%	63-60%	59-57%	56-54%	53-52%	51-50%	49-40%	39-20%	19-0%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	Dolgeville Middle School teachers have worked collaboratively over time to ensure a literacy-rich curriculum. Literacy is taught and supported across all disciplines. As such, the district will set an achievement target for Dolgeville Middle School that is representative of this continuing initiative.															

## DOLGEVILLE CENTRAL SCHOOL

### James A. Green High School – Grades 9-12

#### Locally Selected Student Achievement Targets for Teachers (Without Value-Added Measure – 20 Points)

<b>Teacher Name</b>	<b>All James A. Green High School Teachers</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Students in the Dolgeville Central School Class of 20__.																				
<b>Interval</b> Timeline	20__ - 20__ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	The School-wide Achievement Measure includes all Common Core, National, New York State, and local learning standards required of high school students.																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	<p>Previous Assessment: Percentage of students in the building passing all Regents administered in the prior year.</p> <p>Summative Assessment: Percentage of students in the building passing all Regents administered in the current school year.</p>																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	<p>Percentage of students in the building passing all Regents administered in the prior year.</p> <p>Percentage of students in the building passing all Regents administered in the current school year.</p>																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	85% of students in in the building in the current school year will score 65 or higher (55 for eligible special education students) on the Regents and/or Common Core examinations given in the building by the completion of administration of Regents examinations in June of the current school year. Should students in a Common Core course take both the Integrated and Common Core Algebra Regents, the higher of the two scores will be used.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>								<b>Developing</b>					<b>Ineffective</b>				
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	97- 100%	93- 96%	88- 92%	83- 87%	81- 82%	79- 80%	77- 78%	75- 76%	73- 74%	71- 72%	69- 70%	67- 68%	63- 66%	59- 62%	55- 58%	51- 54%	47- 50%	43- 46%	35- 42%	20- 34%	0- 19%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	As a school-wide achievement measure, ensuring that all students are successful does not only the responsibility of senior teachers. The responsibility for overall student success rests with every teacher in the school. Rigorous curricula, motivation/encouragement/support of students, and high expectations for student achievement are school-wide priorities. The culmination of a successful high school career is graduation, which is not possible without students, at a minimum, achieving passing grades on the Regents examinations.																				

**DOLGEVILLE CENTRAL SCHOOL**

**James A. Green High School – Grades 9-12**

**Locally Selected Student Achievement Targets for Teachers (With Value-Added Measure – 15 Points)**

<b>Teacher Name</b>	<b>All James A. Green High School Teachers</b>															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Students in the Dolgeville Central School Class of 20__.															
<b>Interval</b> Timeline	20__ - 20__ School Year (9/1 – 6/30)															
<b>Learning Content</b> Standards	The School-wide Achievement Measure includes all Common Core, National, New York State, and local learning standards required of high school students.															
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	<p>Previous Assessment: Percentage of students in the building passing all Regents administered in the prior year.</p> <p>Summative Assessment: Percentage of students in the building passing all Regents administered in the current school year.</p>															
<b>Baseline</b> Previous and Pre-Assessment Performance Data	<p>Percentage of students in the building passing all Regents administered in the prior year.</p> <p>Percentage of students in the building passing all Regents administered in the current school year.</p>															
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	85% of students in in the building in the current school year will score 65 or higher (55 for eligible special education students) on the Regents and/or Common Core examinations given in the building by the completion of administration of Regents examinations in June of the current school year. Should students in a Common Core course take both the Integrated and Common Core Algebra Regents, the higher of the two scores will be used.															
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>					<b>Developing</b>					<b>Ineffective</b>		
	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	95-100%	88-94%	83-87%	79-82%	76-78%	73-75%	70-72%	67-69%	62-66%	57-61%	52-56%	47-51%	43-46%	35-42%	20-34%	0-19%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	As a school-wide achievement measure, ensuring that all students are successful does not only the responsibility of senior teachers. The responsibility for overall student success rests with every teacher in the school. Rigorous curricula, motivation/encouragement/support of students, and high expectations for student achievement are school-wide priorities. The culmination of a successful high school career is graduation, which is not possible without students, at a minimum, achieving passing grades on the Regents examinations.															

**Overall Average Rubric Score to Composite Score Conversion Chart for Teachers and Principal**

Ineffective – 0-49		Ineffective – 0-49	
Average Rubric Score	Converted Composite Score	Average Rubric Score	Converted Composite Score
1.000	0	1.325	40
1.008	1	1.333	41
1.017	2	1.342	42
1.025	3	1.350	43
1.033	4	1.358	44
1.042	5	1.367	45
1.050	6	1.375	46
1.058	7	1.383	47
1.067	8	1.392	48
1.075	9	1.400	49
1.083	10	<b>Developing – 50-56</b>	
1.092	11	1.5	50
1.100	12	1.6	51
1.108	13	1.7	51
1.115	14	1.8	52
1.123	15	1.9	53
1.131	16	2.0	54
1.138	17	2.1	54
1.146	18	2.2	55
1.154	19	2.3	56
1.162	20	2.4	56
1.169	21	<b>Effective – 57-58</b>	
1.177	22	2.5	57
1.185	23	2.6	57
1.192	24	2.7	57
1.200	25	2.8	58
1.208	26	2.9	58
1.217	27	3.0	58
1.225	28	3.1	58
1.233	29	3.2	58
1.242	30	3.3	58
1.250	31	3.4	58
1.258	32	<b>Highly Effective</b>	
1.267	33	3.5	59
1.275	34	3.6	59
1.283	35	3.7	59
1.292	36	3.8	59
1.300	37	3.9	60
1.308	38	4.0	60
1.317	39		

**DOLGEVILLE CENTRAL SCHOOL**

**Teacher Improvement Plan (TIP) and Principal Improvement Plan (PIP)**

School Year the TIP/PIP Will Be in Effect:

Date of Development of TIP/PIP:

Name of Teacher/Principal on TIP/PIP:

Name of Teacher's/Principal's Supervisor:

Others in Attendance:

For each standards-based area in need of improvement, a copy of the attached form will be completed and attached.

Date of Review of TIP/PIP:

Analysis of Evidence by Supervisor and Supervisor's Comments:

TIP/PIP Performance Expectations:

\_\_\_\_\_ The teacher/principal has met the performance expectations set by this PIP/TIP.

\_\_\_\_\_ The teacher/principal has not met the performance expectations set by this PIP/TIP.

TIP/PIP Status for the Ensuing School Year:

\_\_\_\_\_ The TIP/PIP will be discontinued if the teacher or principal achieves an overall rating of "Highly Effective" or "Effective" for the current school year.

\_\_\_\_\_ The TIP/PIP will be continued and revised because the teacher/principal has not met the performance expectations set by this PIP/TIP.

Signatures:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher/Principal

\_\_\_\_\_  
Date

**DOLGEVILLE CENTRAL SCHOOL**

**Teacher Improvement Plan (TIP) and Principal Improvement Plan (PIP)**

TIP/PIP for: \_\_\_\_\_ Position: \_\_\_\_\_

School Year: \_\_\_\_\_ Total Number of Areas of Need of Improvement: \_\_\_\_\_

Area \_\_\_ of \_\_\_ of Need of Improvement

Specific Standard/Domain to be Improved:

Desired Goal/Outcome:

Specific Activities/Strategies in Which the Teacher/Principal Will Participate and Complete:

Resources and Support That Will be Provided to the Teacher/Principal:

Specific Evidence to be Submitted as Evidence of Improvement:

Timeline for Submission of Evidence to Supervisor:

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Elementary School – Grades K-4**  
**Student Growth Measure for the Principal**

<b>Principal Name</b>	<b>Dolgeville Elementary School Principal</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Number of Students: All Students, Grades K-3																				
<b>Interval</b> Timeline	20___ - 20___ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	Common Core and New York State Standards for _____																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Pre-Assessment: Summative Assessment:																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Previous Assessment Performance: Spring, 20___ Pre-Assessment Performance: Fall, 20___ Summative Assessment Performance: Spring, 20___																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	80% of students will meet their growth targets on the end of year assessment.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	96-100%	92-95%	87-91%	83-86%	80-82%	78-79%	76-77%	74-75%	71-73%	68-70%	64-67%	61-63%	57-60%	52-56%	48-51%	45-47%	41-44%	37-40%	24-36%	12-23%	0-11%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. A target of 80% is reasonable given the mixed abilities of the students being assessed.																				

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Middle School – Grades 5-8**

**Locally Selected Student Achievement Targets for the Principal (Without Value Added Measure – 20 Points)**

<b>Principal Name</b>	<b>Dolgeville Middle School Principal</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8																				
<b>Interval</b> Timeline	20__-20__ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	New York State Common Core Standards for ELA and Math																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Grades 4-7 New York State Spring, 20__ ELA and Math Assessments Summative Assessment: Grades 5-8 New York State Spring, 20__ ELA and Math Assessments																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Pre-Assessment: Student performance on the Grades 4-7 New York State Spring, 20__ ELA and Math Assessments																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	50% of all Dolgeville Middle School students will perform at or above the State median score on the Grades 5-8 New York State Spring, 20__ ELA and Math Assessments. HEDI points will be awarded by the percentage of students who score at or above the State median score on the Grades 5-8 ELA and Math Assessments.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	57-100%	55-56%	53-54%	51-52%	50%	48-49%	46-47%	44-45%	43%	42%	41%	40%	39%	38%	37%	36%	35%	34%	33%	32%	0-31%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Dolgeville Middle School Principal has worked with teachers in grades 5-8 to adopt and implement New York State Common Core Standards in ELA and Math and to improve the achievement of students in grades 5-8 ELA and Math. Therefore, the Middle School Principal's achievement target focuses on student ELA and Math achievement as measured by the NYS ELA and Math Assessments. The district ensures that data regarding the State median scores will be available in time for use of the State Median scores to determine HEDI ratings.																				

**DOLGEVILLE CENTRAL SCHOOL**  
**Dolgeville Middle School – Grades 5-8**

**Locally Selected Student Achievement Targets for the Principal (With Value Added Measure – 15 Points)**

<b>Principal Name</b>	<b>Dolgeville Middle School Principal</b>															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8															
<b>Interval</b> Timeline	20__-20__ School Year (9/1 – 6/30)															
<b>Learning Content</b> Standards	New York State Common Core Standards for ELA and Math															
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Grades 4-7 New York State Spring, 20__ ELA and Math Assessments Summative Assessment: Grades 5-8 New York State Spring, 20__ ELA and Math Assessments															
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Pre-Assessment: Student performance on the Grades 4-7 New York State Spring, 20__ ELA and Math Assessments															
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	50% of all Dolgeville Middle School students will perform at or above the State median score on the Grades 5-8 New York State Spring, 20__ ELA and Math Assessments. HEDI points will be awarded by the percentage of students who score at or above the State median score on the Grades 5-8 ELA and Math Assessments.															
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>					<b>Developing</b>					<b>Ineffective</b>		
	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	77-100%	53-76%	50-52%	48-49%	46-47%	44-45%	42-43%	40-41%	38-39%	37%	36%	35%	34%	33%	32%	0-31%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Dolgeville Middle School Principal has worked with teachers in grades 5-8 to adopt and implement New York State Common Core Standards in ELA and Math and to improve the achievement of students in grades 5-8 ELA and Math. Therefore, the Middle School Principal’s achievement target focuses on student ELA and Math achievement as measured by the NYS ELA and Math Assessments. The district ensures that data regarding the State median scores will be available in time for use of the State Median scores to determine HEDI ratings.															

## DOLGEVILLE CENTRAL SCHOOL

### James A. Green High School – Grades 9-12

#### Locally Selected Student Achievement Targets for the Principal (Without Value Added Measure – 20 Points)

<b>Principal Name</b>	<b>High School Principal</b>																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Members of the Current Graduating Class of 20__.																				
<b>Interval</b> Timeline	20__ - 20__ School Year (9/1 – 8/31)																				
<b>Learning Content</b> Standards	Achievement measures include all Common Core, National, New York State and local learning standards and curricula required of high school students.																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Four Year Graduation Rate for the Class of 20__ Summative Assessment: Four Year Graduation Rate for the Class of 20__																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Graduation Rate for the Class of 20__																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	85% of students from the current year's graduating cohort who entered ninth grade with the 20__ - 20__ cohort will achieve the target of graduating within five years (June or August of 20__).																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	97-100%	93-96%	88-92%	83-87%	81-82%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	63-66%	59-62%	55-58%	51-54%	47-50%	43-46%	35-42%	20-34%	0-19%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	As a student achievement measure, ensuring that all students are successful is not responsibility solely of teachers. The responsibility of student success also rests with the building principal. Rigorous curricula, student motivation/encouragement/support, and high expectations for students and teachers are the principal's priority. The culmination of a successful high school experience is graduation, and a high school diploma is essential for all students.																				

## DOLGEVILLE CENTRAL SCHOOL

### James A. Green High School – Grades 9-12

#### Locally Selected Student Achievement Targets for the Principal (With Value Added Measure – 15 Points)

<b>Principal Name</b>	<b>High School Principal</b>															
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	Members of the Current Graduating Class of 20__.															
<b>Interval</b> Timeline	20__ - 20__ School Year (9/1 – 8/31)															
<b>Learning Content</b> Standards	Achievement measures include all Common Core, National, New York State and local learning standards and curricula required of high school students.															
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Four Year Graduation Rate for the Class of 20__ Summative Assessment: Four Year Graduation Rate for the Class of 20__															
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Graduation Rate for the Class of 20__															
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	85% of students from the current year's graduating cohort who entered ninth grade with the 20__ - 20__ cohort will achieve the target of graduating within five years (June or August of 20__).															
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>					<b>Developing</b>					<b>Ineffective</b>		
	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	95-100%	88-94%	83-87%	79-82%	76-78%	73-75%	70-72%	67-69%	62-66%	57-61%	52-56%	47-51%	43-46%	35-42%	20-34%	0-19%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	As a student achievement measure, ensuring that all students are successful is not responsibility solely of teachers. The responsibility of student success also rests with the building principal. Rigorous curricula, student motivation/encouragement/support, and high expectations for students and teachers are the principal's priority. The culmination of a successful high school experience is graduation, and a high school diploma is essential for all students.															

## DOLGEVILLE CENTRAL SCHOOL

### Dolgeville Elementary School – Grades K-4

#### Locally Selected Student Achievement Targets for the Principal (Without Value Added Measure – 20 Points)

<b>Principal Name</b>	Elementary School Principal																				
<b>Student Population</b> Number of Students Number of Sections Grade Level(s)	All Students in Grades K-4																				
<b>Interval</b> Timeline	20__-20__ School Year (9/1 – 6/30)																				
<b>Learning Content</b> Standards	Common Core and New York State Standards for English Language Arts/Literacy																				
<b>Evidence</b> Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide Fall, 20__ administration of STAR Early Literacy and/or STAR Reading Enterprise Summative Assessment: School-wide Spring, 20__ administration of STAR Early Literacy and/or STAR Reading Enterprise																				
<b>Baseline</b> Previous and Pre-Assessment Performance Data	Pre-Assessment: School-wide Fall, 20__ administration of STAR Early Literacy and/or STAR Reading Enterprise																				
<b>Target(s)</b> Numerical Growth Goals on Summative Assessment	80% of students in grades K-4 will achieve an achievement target of _____ on the Spring administration of the STAR Early Literacy and/or STAR Reading Enterprise assessment. The achievement target will be determined by the elementary principal in conjunction with the superintendent.																				
<b>HEDI</b>	<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>					<b>Ineffective</b>			
	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	96-100%	92-95%	87-91%	83-86%	80-82%	78-79%	76-77%	74-75%	71-73%	68-70%	64-67%	61-63%	57-60%	52-56%	48-51%	45-47%	41-44%	37-40%	24-36%	12-23%	0-11%
<b>Rationale</b> Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. The goal is that 80% of students meet or exceed achievement target determined by the elementary principal in conjunction with the superintendent. A goal of 80% is reasonable given the mixed abilities of the students being assessed.																				

**Overall Average Rubric Score to Composite Score Conversion Chart for Teachers and Principal**

Ineffective – 0-49		Ineffective – 0-49	
Average Rubric Score	Converted Composite Score	Average Rubric Score	Converted Composite Score
1.000	0	1.325	40
1.008	1	1.333	41
1.017	2	1.342	42
1.025	3	1.350	43
1.033	4	1.358	44
1.042	5	1.367	45
1.050	6	1.375	46
1.058	7	1.383	47
1.067	8	1.392	48
1.075	9	1.400	49
1.083	10	<b>Developing – 50-56</b>	
1.092	11	1.5	50
1.100	12	1.6	51
1.108	13	1.7	51
1.115	14	1.8	52
1.123	15	1.9	53
1.131	16	2.0	54
1.138	17	2.1	54
1.146	18	2.2	55
1.154	19	2.3	56
1.162	20	2.4	56
1.169	21	<b>Effective – 57-58</b>	
1.177	22	2.5	57
1.185	23	2.6	57
1.192	24	2.7	57
1.200	25	2.8	58
1.208	26	2.9	58
1.217	27	3.0	58
1.225	28	3.1	58
1.233	29	3.2	58
1.242	30	3.3	58
1.250	31	3.4	58
1.258	32	<b>Highly Effective</b>	
1.267	33	3.5	59
1.275	34	3.6	59
1.283	35	3.7	59
1.292	36	3.8	59
1.300	37	3.9	60
1.308	38	4.0	60
1.317	39		

**DOLGEVILLE CENTRAL SCHOOL**

**Teacher Improvement Plan (TIP) and Principal Improvement Plan (PIP)**

School Year the TIP/PIP Will Be in Effect:

Date of Development of TIP/PIP:

Name of Teacher/Principal on TIP/PIP:

Name of Teacher's/Principal's Supervisor:

Others in Attendance:

For each standards-based area in need of improvement, a copy of the attached form will be completed and attached.

Date of Review of TIP/PIP:

Analysis of Evidence by Supervisor and Supervisor's Comments:

TIP/PIP Performance Expectations:

\_\_\_\_\_ The teacher/principal has met the performance expectations set by this PIP/TIP.

\_\_\_\_\_ The teacher/principal has not met the performance expectations set by this PIP/TIP.

TIP/PIP Status for the Ensuing School Year:

\_\_\_\_\_ The TIP/PIP will be discontinued if the teacher or principal achieves an overall rating of "Highly Effective" or "Effective" for the current school year.

\_\_\_\_\_ The TIP/PIP will be continued and revised because the teacher/principal has not met the performance expectations set by this PIP/TIP.

Signatures:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher/Principal

\_\_\_\_\_  
Date

**DOLGEVILLE CENTRAL SCHOOL**

**Teacher Improvement Plan (TIP) and Principal Improvement Plan (PIP)**

TIP/PIP for: \_\_\_\_\_ Position: \_\_\_\_\_

School Year: \_\_\_\_\_ Total Number of Areas of Need of Improvement: \_\_\_\_\_

Area \_\_\_ of \_\_\_ of Need of Improvement

Specific Standard/Domain to be Improved:

Desired Goal/Outcome:

Specific Activities/Strategies in Which the Teacher/Principal Will Participate and Complete:

Resources and Support That Will be Provided to the Teacher/Principal:

Specific Evidence to be Submitted as Evidence of Improvement:

Timeline for Submission of Evidence to Supervisor:

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date:

*Christ M. Regal*      3-28-14

Teachers Union President Signature:      Date:

*Delra Snull*      3-28-14

Administrative Union President Signature:      Date:

*Tim*      3-28-14

Board of Education President Signature:      Date:

*Karen Taylor*      3-28-14