



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

Commissioner of Education
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December 21, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Mark Vivacqua

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, August 22, 2012

Updated Monday, December 10, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, August 22, 2012

Updated Tuesday, December 18, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise - Kindergarten
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise - First Grade
2	State-approved 3rd party assessment	STAR Reading Enterprise - Second Grade

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	HEDI ratings based on individual student growth between the administration of pretests and end-of-course
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 - Grade 1
2	State-approved 3rd party assessment	STAR Math Enterprise - Grade 2
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings 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 Science 6 Assessment
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Science 7 Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings 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 Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	HFHO/Oswego BOCES Social Studies 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings 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	School-/BOCES-wide group/team results based on State assessments	Global History 2 Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings 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. GLocal 1 teachers will be assigned points based on their students performance on the Global 2 Regents. 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings 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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings 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.

2.9) 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	State approved 3rd party assessment	STAR Reading Enterprise - Grade 9
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise - Grade 10
Grade 11 ELA	Regents assessment	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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI ratings 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.

2.10) 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 and High School Health	District, Regional or BOCES-developed	HFHO/Oswego BOCES Developed Course-Specific Assessment
Middle and High School Technology	District, Regional or BOCES-developed	HFHO/Oswego BOCES Developed Course-Specific 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	HFHO/Oswego BOCES Developed Course-Specific Assessment
Elementary, Middle, and High School Music	District, Regional or BOCES-developed	HFHO/HFHO/Oswego BOCES Developed Course-Specific Assessment BOCES Developed Assessment
Elementary, Middle, and High School Art	District, Regional or BOCES-developed	HFHO/Oswego BOCES Developed Course-Specific Assessment
Elementary, Middle, and High School Physical Education	District, Regional or BOCES-developed	HFHO/Oswego BOCES Developed Course-Specific Assessment
All Other Courses Not Listed	District, Regional or BOCES-developed	Dolgeville Central School District Developed Course-Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	HEDI 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.	Elementary School: 87% - 100% of students reach the target Middle School: 85% - 100% of students reach the target High School: 88% - 100% of students reach the target
Effective (9 - 17 points) Results meet District goals for similar students.	Elementary School: 61% - 86% of students reach the target Middle School: 64% - 84% of students reach the target High School: 67% - 87% of students reach the target

Developing (3 - 8 points) Results are below District goals for similar students.	Elementary School: 37% - 60% of students reach the target Middle School: 50% - 63% of students reach the target High School: 43% - 66% of students reach the target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Elementary School: 0% - 36% of students reach the target Middle School: 0% - 49% of students reach teh target High School: 0% - 42% of students reach the 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/5364/166146-TXEttx9bQW/Student Growth Measures for Teachers_2.pdf

2.12) Locally Developed Controls

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

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

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

3. Local Measures (Teachers)

Created Wednesday, August 22, 2012

Updated Wednesday, December 19, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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/5139/166159-rhJdBgDruP/Locally Selected Student Achievement Targets for Teachers \(15 and 20 Points\).pdf](assets/survey-uploads/5139/166159-rhJdBgDruP/Locally Selected Student Achievement Targets for Teachers (15 and 20 Points).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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

See 3.13

upload a table or graphic at 3.13, below.	
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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
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3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Regents Exams: Integrated 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 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 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Regents Exams: Integrated 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 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 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 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Regents Exams: Integrated 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 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 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.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

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/5139/166159-y92vNseFa4/Teacher Achievement Targets.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

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 Saturday, October 13, 2012

Updated Monday, December 17, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For All Standards, 1-7

A Based on assessment evidence for each element within the standard.

4 Points - Highly Effective

3 Points - Effective

2 Points - Developing

1 Point - Ineffective

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.

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 Formal/Long	2
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
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Saturday, October 13, 2012

Updated Monday, December 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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Updated Monday, December 10, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/195342-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.

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 and Certification of Lead Evaluators and Evaluators

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

The 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. 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 Saturday, October 13, 2012

Updated Friday, December 21, 2012

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
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 ELA Assessments for Grades 3 and 4

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The NYS grade 4 ELA and Math assessments, the NYS grade 3 ELA assessment, STAR Early Literacy Enterprise for grades K-1, and STAR Reading Enterprise for grade 2 will be used to measure student growth for State Growth for principals. The State will provide the HEDI results for the Grade 4 ELA and Math SLOs which will then be weighted proportionally with the 3rd grade ELA SLO results, STAR Early Literacy and STAR Reading SLO results. SLO growth targets will be determined by the building principal and the superintendent for students in grades K-3. See attached chart for SLOs for growth scores 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/5365/195349-lha0DogRNw/Student Growth Measures for the Elementary Principal_2.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

No special 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: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

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

8. Local Measures (Principals)

Created Saturday, October 13, 2012

Updated Tuesday, December 18, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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	Four 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/5366/195353-qBFVOWF7fC/Locally Selected Student Achievement Targets for Middle and High School Principals_2.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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

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

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

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

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

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

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

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

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

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

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 for Grades K and 1 and STAR Reading Enterprise for Grades 2-4

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/5366/195353-T8MIGWUVm1/Locally Selected Student Achievement Targets for the Elementary Principal (20 and 15 Points).pdf

8.3) Locally Developed Controls

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

No 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 Saturday, October 13, 2012
Updated Monday, December 17, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 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

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.

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 Saturday, October 13, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/195361-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.
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 teacher's 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 principal'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 and Certification of Lead Evaluators and Evaluators

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

The 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. 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.

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 Saturday, October 13, 2012

Updated Friday, December 21, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/195365-3Uqgn5g9Iu/Certification - 12-20-12.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

Teacher Name																					
Student Population Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	Common Core and New York State Standards for English Language Arts and Mathematics																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Pre-Assessment: Summative Assessment:																				
Baseline Previous and Pre-Assessment Performance Data	Previous Assessment Performance: Spring, 2012 _____ (Where available.) Pre-Assessment Performance: Fall, 2012 _____ Summative Assessment Performance: Spring, 2013 _____																				
Target(s) Numerical Growth Goals on Summative Assessment	80% of students will grow to have scaled scores on the _____ assessments administered in Spring, 2013 which exceed their performance on the _____ assessments administered in Fall, 2012.																				
HEDI	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%
Rationale 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

Teacher Name																					
Student Population Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 8/31/2013)																				
Learning Content Standards	New York State Learning Standards for _____ and the Common Core Learning Standards																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	<ul style="list-style-type: none"> • Previous Assessment: Spring, 2012 Assessment in _____ (if available) • Pre-Assessment: Fall, 2012 Pre-Assessment (third party assessment or regionally developed assessment) • Summative Assessment: Spring, 2012 Assessment in _____ (third party assessment, regionally developed assessment, NYS 5-8 Assessment, or Regents examination) 																				
Baseline Previous and Pre-Assessment Performance Data	<ul style="list-style-type: none"> • Previous Assessment: Spring, 2012 Assessment in _____ (if available) • Pre-Assessment: Fall, 2012 Pre-Assessment (third party assessment or regionally developed assessment) 																				
Target(s) 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.																				
HEDI	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
	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%
Rationale 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

Teacher Name																					
Student Population Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 8/31/2013)																				
Learning Content Standards	New York State Learning Standards for _____ and the Common Core Learning Standards																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Pre-Assessment: Summative Assessment:																				
Baseline Previous and Pre-Assessment Performance Data	Previous Assessment Performance: Pre-Assessment Performance: Summative Assessment Performance:																				
Target(s) 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.																				
HEDI	Highly Effective				Effective								Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	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%
Rationale 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)

Teacher Name	All Dolgeville Elementary School Teachers																				
Student Population Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	New York State Common Core Standards for English Language Arts/Literacy																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Fall, 2012 Summative Assessment: School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Spring, 2013																				
Baseline Previous and Pre-Assessment Performance Data	School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Fall, 2012																				
Target(s) Numerical Growth Goals on Summative Assessment	80% of students in Kindergarten through Grade 4 will score at or above the 20 th percentile as measured by the STAR Early Literacy and STAR Reading Enterprise assessments administered in Spring, 2013.																				
HEDI	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%
Rationale Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Students scoring above the 20 th percentile on the STAR Early Literacy and/or STAR Reading Enterprise assessments administered in Spring, 2013 are within less than one standard deviation from the mean. A target of 80% 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)

Teacher Name	All Dolgeville Elementary School Teachers															
Student Population Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):															
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)															
Learning Content Standards	New York State Common Core Standards for English Language Arts/Literacy															
Evidence Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Fall, 2012 Summative Assessment: School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Spring, 2013															
Baseline Previous and Pre-Assessment Performance Data	School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Fall, 2012															
Target(s) Numerical Growth Goals on Summative Assessment	80% of students in Kindergarten through Grade 4 will score at or above the 20 th percentile as measured by the STAR Early Literacy and STAR Reading Enterprise assessments administered in Spring, 2013.															
HEDI	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	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%
Rationale Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Students scoring above the 20 th percentile on the STAR Early Literacy and/or STAR Reading Enterprise assessments administered in Spring, 2013 are within less than one standard deviation from the mean. 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 Teachers (Without Value-Added Measure – 20 Points)

Teacher Name	All Dolgeville Middle School Teachers																				
Student Population Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8: 297 Students 5 th Grade – 66 Students; 6 th Grade – 69 Students; 7 th Grade – 79 Students; 8 th Grade – 83 Students																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	New York State Common Core Standards for ELA																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: New York State Spring, 2012 ELA Assessments; STAR Reading Enterprise Spring, 2012 Assessments Pre-Assessment: Fall, 2012 STAR Reading Enterprise Assessments Summative Assessment: Spring, 2013 STAR Reading Enterprise Assessments																				
Baseline Previous and Pre-Assessment Performance Data	Pre-Assessment Performance: STAR Reading Enterprise Fall, 2012 Assessment Administration																				
Target(s) Numerical Growth Goals on Summative Assessment	80% of all Dolgeville Middle School Students will score at or above the 20 th percentile as measured by the administration of the Spring, 2013 STAR Reading Enterprise Assessment.																				
HEDI	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
	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%
Rationale 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 achievement target selected for Dolgeville Middle School is representative of this continuing initiative. The 20 th percentile is slightly above 1 standard deviation from the mean and is therefore an appropriate foundational level on which to build the achievement target.																				

DOLGEVILLE CENTRAL SCHOOL
Dolgeville Middle School – Grades 5-8

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

Teacher Name	All Dolgeville Middle School Teachers															
Student Population Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8: 297 Students 5 th Grade – 66 Students; 6 th Grade – 69 Students; 7 th Grade – 79 Students; 8 th Grade – 83 Students															
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)															
Learning Content Standards	New York State Common Core Standards for ELA															
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: New York State Spring, 2012 ELA Assessments; STAR Reading Enterprise Spring, 2012 Assessments Pre-Assessment: Fall, 2012 STAR Reading Enterprise Assessments Summative Assessment: Spring, 2013 STAR Reading Enterprise Assessments															
Baseline Previous and Pre-Assessment Performance Data	Pre-Assessment Performance: STAR Reading Enterprise Fall, 2012 Assessment Administration															
Target(s) Numerical Growth Goals on Summative Assessment	80% of all Dolgeville Middle School Students will score at or above the 20 th percentile as measured by the administration of the Spring, 2013 STAR Reading Enterprise Assessment.															
HEDI	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	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%
Rationale 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 achievement target selected for Dolgeville Middle School is representative of this continuing initiative. The 20 th percentile is slightly above 1 standard deviation from the mean and is therefore an appropriate foundational level on which to build the achievement target.															

DOLGEVILLE CENTRAL SCHOOL

James A. Green High School – Grades 9-12

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

Teacher Name	All James A. Green High School Teachers																				
Student Population Number of Students Number of Sections Grade Level(s)	Students in the Dolgeville Central School Class of 2013.																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/30/2013)																				
Learning Content Standards	The School-wide Achievement Measure includes all Common Core, National, New York State, and local learning standards required of high school students.																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	<p>Previous Assessment: Percentage of students in the class of 2012 who passed five required Regents examinations required for graduation</p> <p>Summative Assessment: Percentage of students in the class of 2013 who pass five required Regents examinations for graduation: one math Regents, one science Regents, the Global 10 Regents, the US History Regents, and the Comprehensive English Regents</p>																				
Baseline Previous and Pre-Assessment Performance Data	<p>Percentage of students in the class of 2012 who passed five required Regents examinations for graduation:</p> <p>Percentage of students in the class of 2013 who have passed five required Regents examinations for graduation as of 9/1/12:</p>																				
Target(s) Numerical Growth Goals on Summative Assessment	85% of students in the class of 2013 will score 65% or higher (55% for special education students) on five Regents examinations required to graduate by the completion of administration of Regents examinations in June, 2013.																				
HEDI	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	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%
Rationale 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 five required 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)

Teacher Name	All James A. Green High School Teachers															
Student Population Number of Students Number of Sections Grade Level(s)	Students in the Dolgeville Central School Class of 2013.															
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/30/2013)															
Learning Content Standards	The School-wide Achievement Measure includes all Common Core, National, New York State, and local learning standards required of high school students.															
Evidence Previous Assessments Pre-Assessment Summative Assessment	<p>Previous Assessment: Percentage of students in the class of 2012 who passed five required Regents examinations required for graduation</p> <p>Summative Assessment: Percentage of students in the class of 2013 who pass five required Regents examinations for graduation: one math Regents, one science Regents, the Global 10 Regents, the US History Regents, and the Comprehensive English Regents</p>															
Baseline Previous and Pre-Assessment Performance Data	<p>Percentage of students in the class of 2012 who passed five required Regents examinations for graduation:</p> <p>Percentage of students in the class of 2013 who have passed five required Regents examinations for graduation as of 9/1/12:</p>															
Target(s) Numerical Growth Goals on Summative Assessment	85% of students in the class of 2013 will score 65% or higher (55% for special education students) on five Regents examinations required to graduate by the completion of administration of Regents examinations in June, 2013.															
HEDI	Highly Effective			Effective					Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	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%
Rationale 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 five required Regents examinations.															

DOLGEVILLE CENTRAL SCHOOL
Dolgeville Elementary School – Grades K-4
Student Achievement Targets for Teachers

Teacher Name	All Dolgeville Elementary School Teachers																				
Student Population Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	New York State Common Core Standards for English Language Arts/Literacy																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Fall, 2012 Summative Assessment: School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Spring, 2013																				
Baseline Previous and Pre-Assessment Performance Data	School-wide assessments in STAR Early Literacy and STAR Reading Enterprise in Fall, 2012																				
Target(s) Numerical Growth Goals on Summative Assessment	80% of students in Kindergarten through Grade 4 will score at or above the 20 th percentile as measured by the STAR Early Literacy and STAR Reading Enterprise assessments administered in Spring, 2013.																				
HEDI	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%
Rationale Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Students scoring above the 20 th percentile on the STAR Early Literacy and/or STAR Reading Enterprise assessments administered in Spring, 2013 are within less than one standard deviation from the mean. 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 Achievement Targets for Teachers

Teacher Name	All Dolgeville Middle School Teachers																				
Student Population Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8: 297 Students 5 th Grade – 66 Students; 6 th Grade – 69 Students; 7 th Grade – 79 Students; 8 th Grade – 83 Students																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	New York State Common Core Standards for ELA																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: New York State Spring, 2012 ELA Assessments; STAR Reading Enterprise Spring, 2012 Assessments Pre-Assessment: Fall, 2012 STAR Reading Enterprise Assessments Summative Assessment: Spring, 2013 STAR Reading Enterprise Assessments																				
Baseline Previous and Pre-Assessment Performance Data	Pre-Assessment Performance: STAR Reading Enterprise Fall, 2012 Assessment Administration																				
Target(s) Numerical Growth Goals on Summative Assessment	80% of all Dolgeville Middle School Students will score at or above the 20 th percentile as measured by the administration of the Spring, 2013 STAR Reading Enterprise Assessment.																				
HEDI	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
	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%
Rationale 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 achievement target selected for Dolgeville Middle School is representative of this continuing initiative. The 20 th percentile is slightly above 1 standard deviation from the mean and is therefore an appropriate foundational level on which to build the achievement target.																				

DOLGEVILLE CENTRAL SCHOOL
James A. Green High School – Grades 9-12
Student Achievement Targets for Teachers

Teacher Name	All James A. Green High School Teachers																				
Student Population Number of Students Number of Sections Grade Level(s)	Students in the Dolgeville Central School Class of 2013.																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/30/2013)																				
Learning Content Standards	The School-wide Achievement Measure includes all Common Core, National, New York State, and local learning standards required of high school students.																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	<p>Previous Assessment: Percentage of students in the class of 2012 who passed five required Regents examinations required for graduation</p> <p>Summative Assessment: Percentage of students in the class of 2013 who pass five required Regents examinations for graduation: one math Regents, one science Regents, the Global 10 Regents, the US History Regents, and the Comprehensive English Regents</p>																				
Baseline Previous and Pre-Assessment Performance Data	<p>Percentage of students in the class of 2012 who passed five required Regents examinations for graduation:</p> <p>Percentage of students in the class of 2013 who have passed five required Regents examinations for graduation as of 9/1/12:</p>																				
Target(s) Numerical Growth Goals on Summative Assessment	85% of students in the class of 2013 will score 65% or higher (55% for special education students) on five Regents examinations required to graduate by the completion of administration of Regents examinations in June, 2013.																				
HEDI	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	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%
Rationale 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 five required 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	Developing – 50-56	
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	Effective – 57-58	
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	Highly Effective	
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

Principal Name	Dolgeville Elementary School Principal																				
Student Population Number of Students Number of Sections Grade Level(s)	Number of Students: Number of Sections: Grade Level(s):																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	Common Core and New York State Standards for _____																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Pre-Assessment: Summative Assessment:																				
Baseline Previous and Pre-Assessment Performance Data	Previous Assessment Performance: Spring, 2012 _____ Pre-Assessment Performance: Fall, 2012 _____ Summative Assessment Performance: Spring, 2013 _____																				
Target(s) Numerical Growth Goals on Summative Assessment	80% of students will meet their growth targets on the end of year assessment.																				
HEDI	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%
Rationale Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. Students maintaining or increasing their _____ scores demonstrate average or above average growth from Fall, 2012 to Spring, 2013 given that standardized scores are based on different norms for Fall and Spring. 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)

Principal Name	Dolgeville Middle School Principal																				
Student Population Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8: 297 Students 5 th Grade – 66 Students; 6 th Grade – 69 Students; 7 th Grade – 79 Students; 8 th Grade – 83 Students																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	New York State Common Core Standards for ELA and Math																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Grades 4-7 New York State Spring, 2012 ELA and Math Assessments Summative Assessment: Grades 5-8 New York State Spring, 2013 ELA and Math Assessments																				
Baseline Previous and Pre-Assessment Performance Data	Pre-Assessment: Student performance on the Grades 4-7 New York State Spring, 2012 ELA and Math Assessments																				
Target(s) 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, 2012 ELA and Math Assessments.																				
HEDI	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
	56-100%	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%
Rationale 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.																				

DOLGEVILLE CENTRAL SCHOOL
Dolgeville Middle School – Grades 5-8

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

Principal Name	Dolgeville Middle School Principal															
Student Population Number of Students Number of Sections Grade Level(s)	All Students in Grades 5-8: 297 Students 5 th Grade – 66 Students; 6 th Grade – 69 Students; 7 th Grade – 79 Students; 8 th Grade – 83 Students															
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)															
Learning Content Standards	New York State Common Core Standards for ELA and Math															
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Grades 4-7 New York State Spring, 2012 ELA and Math Assessments Summative Assessment: Grades 5-8 New York State Spring, 2013 ELA and Math Assessments															
Baseline Previous and Pre-Assessment Performance Data	Pre-Assessment: Student performance on the Grades 4-7 New York State Spring, 2012 ELA and Math Assessments															
Target(s) 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, 2012 ELA and Math Assessments.															
HEDI	Highly Effective			Effective					Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	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%
Rationale 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.															

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)

Principal Name	High School Principal																				
Student Population Number of Students Number of Sections Grade Level(s)	Members of the Class of 2013.																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 8/31/2013)																				
Learning Content Standards	Achievement measures include all Common Core, National, New York State and local learning standards and curricula required of high school students.																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Graduation Rate for the Class of 2012 Summative Assessment: Graduation Rate for the Class of 2013																				
Baseline Previous and Pre-Assessment Performance Data	Graduation Rate for the Class of 2012																				
Target(s) Numerical Growth Goals on Summative Assessment	85% of students from the 2009-2010 student cohort will achieve the target of graduating within four years (June or August of 2013).																				
HEDI	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	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%
Rationale 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)

Principal Name	High School Principal															
Student Population Number of Students Number of Sections Grade Level(s)	Members of the Class of 2013.															
Interval Timeline	2012-2013 School Year (9/1/2012 – 8/31/2013)															
Learning Content Standards	Achievement measures include all Common Core, National, New York State and local learning standards and curricula required of high school students.															
Evidence Previous Assessments Pre-Assessment Summative Assessment	Previous Assessment: Graduation Rate for the Class of 2012 Summative Assessment: Graduation Rate for the Class of 2013															
Baseline Previous and Pre-Assessment Performance Data	Graduation Rate for the Class of 2012															
Target(s) Numerical Growth Goals on Summative Assessment	85% of students from the 2009-2010 student cohort will achieve the target of graduating within four years (June or August of 2013).															
HEDI	Highly Effective			Effective					Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	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%
Rationale 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)

Principal Name	Elementary School Principal																				
Student Population Number of Students Number of Sections Grade Level(s)	All Students in Grades K-4																				
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)																				
Learning Content Standards	Common Core and New York State Standards for English Language Arts/Literacy																				
Evidence Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide Fall, 2012 administration of STAR Early Literacy and/or STAR Reading Enterprise Summative Assessment: School-wide Spring, 2013 administration of STAR Early Literacy and/or STAR Reading Enterprise																				
Baseline Previous and Pre-Assessment Performance Data	Pre-Assessment: School-wide Fall, 2012 administration of STAR Early Literacy and/or STAR Reading Enterprise																				
Target(s) 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.																				
HEDI	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%
Rationale Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. An achievement target of 80% 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 the Principal (With Value Added Measure – 15 Points)

Principal Name	Elementary School Principal															
Student Population Number of Students Number of Sections Grade Level(s)	All Students in Grades K-4															
Interval Timeline	2012-2013 School Year (9/1/2012 – 6/20/2013)															
Learning Content Standards	Common Core and New York State Standards for English Language Arts/Literacy															
Evidence Previous Assessments Pre-Assessment Summative Assessment	Pre-Assessment: School-wide Fall, 2012 administration of STAR Early Literacy and/or STAR Reading Enterprise Summative Assessment: School-wide Spring, 2013 administration of STAR Early Literacy and/or STAR Reading Enterprise															
Baseline Previous and Pre-Assessment Performance Data	Pre-Assessment: School-wide Fall, 2012 administration of STAR Early Literacy and/or STAR Reading Enterprise															
Target(s) 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.															
HEDI	Highly Effective			Effective					Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	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%
Rationale Reasoning Behind Evidence and Target(s)	The Common Core Standards and New York State Standards lay the foundation for success at higher grades. An achievement target 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	Developing – 50-56	
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	Effective – 57-58	
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	Highly Effective	
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 make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date:

Christie M. Reynolds 12-20-12

Teachers Union President Signature: Date:

Debra A. Snell 12-20-12

Administrative Union President Signature: Date:

The district has no administrative union.

Board of Education President Signature: Date:

Karen Nagle 12-20-12