



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

Commissioner of Education
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December 13, 2012

Michael Tierney, Superintendent
Dover Union Free School District
2368 Route 22
Dover Plains, NY 12522

Dear Superintendent Tierney:

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: John C. Pennoyer

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 Friday, May 04, 2012

Updated Monday, September 17, 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 : 130502020000

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

130502020000

1.2) School District Name: DOVER UFSD

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

DOVER UFSD

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, May 09, 2012

Updated Friday, December 07, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	NWEA MAP for Primary Grades
1	State-approved 3rd party assessment	NWEA MAP for Primary Grades
2	State-approved 3rd party assessment	NWEA MAP for Primary Grades

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	For Grades K - 2, Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11.

For Grade 3 ELA, growth targets, defined by administrators and teachers, will be determined from a district-developed ELA Assessment that is consistent in content and rigor with the NYS Assessment. The percentage of students who show growth will follow the same chart as defined in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K - 2 within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

NOTE: The values specified in the point assignment do

not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

For Grade 3 ELA, the Highly Effective HEDI category is delineated in attachment 2.11 (86% and above).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K - 2 within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point $\geq <$

9 -0.9 -0.7

10 -0.7 -0.5

11 -0.5 -0.3

12 -0.3 -0.1

13 -0.1 0.1

14 0.1 0.3

15 0.3 0.5

16 0.5 0.7

17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

For Grade 3 ELA, the Effective HEDI category is delineated in attachment 2.11 (71% - 85%).

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K - 2 within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below

average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

For Grade 3 ELA, the Developing HEDI category is delineated in attachment 2.11 (65% - 70%).

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

To assign teachers to HEDI categories for Grades K - 2 within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
0	-2.5	
1	-2.5	-2.3
2	-2.3	-2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

For Grade 3 ELA, the Ineffective HEDI category is delineated in attachment 2.11 (64% and below).

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	NWEA MAP for Primary Grades
1	State-approved 3rd party assessment	NWEA MAP for Primary Grades
2	State-approved 3rd party assessment	NWEA MAP for Primary Grades

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.

For Grades K - 2, Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11.

For Grade 3 Math, growth targets, defined by administrators and teachers, will be determined from a district-developed Math Assessment that is consistent in content and rigor with the NYS Assessment. The percentage of students who show growth will follow the same chart as defined in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K - 2 within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

For Grade 3 Math, the Highly Effective HEDI category is delineated in attachment 2.11 (86% and above).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K - 2 within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column

indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

For Grade 3 Math, the Effective HEDI category is delineated in attachment 2.11 (71% - 85%).

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

To assign teachers to HEDI categories for Grades K - 2 within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

For Grade 3 Math, the Developing HEDI category is delineated in attachment 2.11 (65% - 70%).

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

To assign teachers to HEDI categories for Grades K - 2 within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
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0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

For Grade 3 Math, the Ineffective HEDI category is delineated in attachment 2.11 (64% and below).

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	Dover Union Free School District Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Dover Union Free School District Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

For Grade 6 and Grade 7, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who showed growth on their final assessment from their pre-assessment as defined by the performance levels in the charts attached in 2.11. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.

For Grade 8, Performance Levels are defined by the NYS Grade 8 Science Assessment. The baseline will be determined from a district-developed Science Assessment that is consistent in content and rigor with the NYS Assessment. The percentage of students who show growth will follow the same chart as defined in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18 - 20 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Within the category of Effective, those teachers who fall within the range of 71% - 85% of students who show growth (as defined by the attached chart in section 2.11) will score 9 - 17 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Within the category of Developing, those teachers who fall within the range of 65% - 70% of students who show growth (as defined by the attached chart in section 2.11) will score 3 - 8 points.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Within the category of Ineffective, those teachers who fall within the range of 64% of students or below who show growth (as defined by the attached chart in section 2.11) will score 0 - 2 points.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Dover Union Free School District Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Dover Union Free School District Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Dover Union Free School District Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades 6, 7 and 8, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who showed growth on their final assessment from their pre-assessment as defined by the performance levels in the charts attached in 2.11. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18 - 20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71% - 85% of students who show growth (as defined by the attached chart in section 2.11)

will score 9 - 17 points.

Developing (3 - 8 points) Results are below District goals for similar students.

Within the category of Developing, those teachers who fall within the range of 65% - 70% of students who show growth (as defined by the attached chart in section 2.11) will score 3 - 8 points.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Within the category of Ineffective, those teachers who fall within the range of 64% of students or below who show growth (as defined by the attached chart in section 2.11) will score 0 - 2 points.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Dover Union Free School District Global 1 Assessment

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

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

For Global 1, Global 2 and American History, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who showed growth on their District-developed Assessment (Global 1) or Regents Assessment (Global 2 and American History) from their pre-assessment as defined by the performance levels in the charts attached in 2.11. The baseline will be determined from a district-developed Subject-Specific Assessment that is consistent in content and rigor with the Global 1 Assessment or the NYS Assessments. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18 - 20 points.

Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71% - 85% of students who show growth (as defined by the attached chart in section 2.11) will score 9 - 17 points.
Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, those teachers who fall within the range of 65% - 70% of students who show growth (as defined by the attached chart in section 2.11) will score 3 - 8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, those teachers who fall within the range of 64% of students or below who show growth (as defined by the attached chart in section 2.11) will score 0 - 2 points.

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For High School Science Regents Courses, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who showed growth on their Regents Assessment from their pre-assessment as defined by the performance levels in the charts attached in 2.11. The baseline will be determined from a district-developed Subject-Specific Assessment that is consistent in content and rigor with the Regents Assessment. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18 - 20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71% - 85% of students who show

growth (as defined by the attached chart in section 2.11) will score 9 - 17 points.

Developing (3 - 8 points) Results are below District goals for similar students.

Within the category of Developing, those teachers who fall within the range of 65% - 70% of students who show growth (as defined by the attached chart in section 2.11) will score 3 - 8 points.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Within the category of Ineffective, those teachers who fall within the range of 64% of students or below who show growth (as defined by the attached chart in section 2.11) will score 0 - 2 points.

2.8) High School Math Regents Courses

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

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

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

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

For High School Math Regents Courses, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who showed growth on their Regents Assessment from their pre-assessment as defined by the performance levels in the charts attached in 2.11. The baseline will be determined from a district-developed Subject-Specific Assessment that is consistent in content and rigor with the Regents Assessment. Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18 - 20 points.

Effective (9 - 17 points) Results meet District goals for similar students.

Within the category of Effective, those teachers who fall within the range of 71% - 85% of students who show growth (as defined by the attached chart in section 2.11) will score 9 - 17 points.

Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, those teachers who fall within the range of 65% - 70% of students who show growth (as defined by the attached chart in section 2.11) will score 3 - 8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, those teachers who fall within the range of 64% of students or below who show growth (as defined by the attached chart in section 2.11) will score 0 - 2 points.

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Dover Union Free School District Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Dover Union Free School District Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS ELA Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grade 9 ELA, Grade 10 ELA and Grade 11 ELA, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who showed growth on their District-developed Assessment (Grade 9 and Grade 10) or Regents Assessment (Grade 11) from their pre-assessment as defined by the performance levels in the charts attached in 2.11. The baseline will be determined from a district-developed Subject-Specific Assessment that is consistent in content and rigor with the Grade 9 and Grade 10 Assessments or the NYS Assessment (Grade 11). Below 65% of students who show growth (as defined by the attached chart) will be considered to be Ineffective, while 86% of students and above who show growth (as defined by the attached chart) will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are attainable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Within the category of Highly Effective, those teachers who fall within the range of 86% of students or higher who show growth (as defined by the attached chart in section 2.11) will score 18 - 20 points.
Effective (9 - 17 points) Results meet District goals for similar students.	Within the category of Effective, those teachers who fall within the range of 71% - 85% of students who show growth (as defined by the attached chart in section 2.11)

Developing (3 - 8 points) Results are below District goals for similar students.	Within the category of Developing, those teachers who fall within the range of 65% - 70% of students who show growth (as defined by the attached chart in section 2.11) will score 3 - 8 points.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Within the category of Ineffective, those teachers who fall within the range of 64% of students or below who show growth (as defined by the attached chart in section 2.11) will score 0 - 2 points.

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/5364/127472-TXEttx9bQW/HEDI Bands NYS Measure 2012 - 2013_2.docx](#)

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.

None

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)

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 4 ELA Assessment
5	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 5 ELA Assessment

6	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 6 ELA Assessment
7	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 7 ELA Assessment
8	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 8 ELA Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For Grades 4 - 8 in ELA, Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades 4 - 8. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.</p> <p>To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.</p> <p>The percentage of students who show growth will follow the same chart as defined in section 2.11.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>To assign teachers to HEDI categories on a 0 - 20 scale for Grades 4 - 8 in ELA within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13).</p> <p>Highly Effective (18-20 points) Results are well above District expectations for growth or achievement for grade/subject.</p>

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
14 0.9 1.2
15 1.2

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

To assign teachers to HEDI categories on a 0 - 20 scale for Grades 4 - 8 in ELA within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:
Effective (9- 17 points) Results meet District-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

NOTE: The values specified in the point assignment do

not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
8	-0.9	-0.6
9	-0.6	-0.3
10	-0.3	0.0
11	0.0	0.3
12	0.3	0.6
13	0.6	0.9

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

To assign teachers to HEDI categories on a 0 - 20 scale for Grades 4 - 8 in ELA within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4

standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.4 -2.1
4 -2.1 -1.8
5 -1.8 -1.5
6 -1.5 -1.2
7 -1.2 -0.9

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

To assign teachers to HEDI categories on a 0 - 20 scale for Grades 4 - 8 in ELA within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -3.0
1 -3.0 -2.7
2 -2.7 -2.4

3.2) Grades 4-8 Math

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

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

4	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 4 Math Assessment
5	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 5 Math Assessment
6	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 6 Math Assessment
7	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 7 Math Assessment
8	4) State-approved 3rd party assessments	NWEA Measures of Academic Progress Grade 8 Math Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For Grades 4 - 8 in Mathematics, Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in grades 4 - 8. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.</p> <p>To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.</p> <p>The percentage of students who show growth will follow the same chart as defined in section 2.11.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>To assign teachers to HEDI categories for Grades 4 - 8 in Mathematics within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:</p> <p>Highly Effective: Greater than or equal to .9 standard</p>

deviations above average (13).

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in Mathematics within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
14 0.9 1.2
15 1.2

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

To assign teachers to HEDI categories for Grades 4 - 8 in Mathematics within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1

14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in Mathematics within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
8 -0.9 -0.6
9 -0.6 -0.3
10 -0.3 0.0
11 0.0 0.3
12 0.3 0.6
13 0.6 0.9

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

To assign teachers to HEDI categories for Grades 4 - 8 in Mathematics within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or

equal to -2.1 but less than -1.9.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in Mathematics within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.4	-2.1
4	-2.1	-1.8
5	-1.8	-1.5
6	-1.5	-1.2
7	-1.2	-0.9

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

To assign teachers to HEDI categories for Grades 4 - 8 in Mathematics within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
0	-2.5	
1	-2.5	-2.3
2	-2.3	-2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

To assign teachers to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in Mathematics within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
0	-3.0	
1	-3.0	-2.7
2	-2.7	-2.4

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/5139/127539-rhJdBgDruP/NWEA ELA Math 4 - 8 Portal_1.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES—developed assessments	Dover Union Free School District Kindergarten Writing Assessment
1	5) District, regional, or BOCES—developed assessments	Dover Union Free School District Grade 1 Writing Assessment
2	5) District, regional, or BOCES—developed assessments	Dover Union Free School District Grade 2 Writing Assessment
3	4) State-approved 3rd party assessments	NWEA MAP Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For Grades K - 2 in ELA, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.

For Grades 3 in ELA, Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in ELA in Grade 3. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard

deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11.

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

For Grades K - 2, within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see table in 3.13).

On NWEA MAP for Grade 3 in ELA, within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
18	0.9	1.1
19	1.1	1.3
20	1.3	

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

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

For Grades K - 2, within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see table in 3.13).

On NWEA MAP for Grade 3 in ELA, within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: Effective (9- 17 points) Results meet District-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1
14	0.1	0.3
15	0.3	0.5
16	0.5	0.7
17	0.7	0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

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

For Grades K - 2, within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see table in 3.13).

On NWEA MAP for Grade 3 in ELA, within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.1	-1.9
4	-1.9	-1.7

5 -1.7 -1.5
 6 -1.5 -1.3
 7 -1.3 -1.1
 8 -1.1 -0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

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

For Grades K - 2, within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve proficiency will score 0 - 2 points (see table in 3.13).

On NWEA MAP for Grade 3 in ELA, within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

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	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 1 Math Assessment

2	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 2 Math Assessment
3	4) State-approved 3rd party assessments	NWEA MAP Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

For Grades K - 2 in Math, to assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.

To assign teachers to HEDI categories for NWEA MAP for Grade 3 in Math, Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the comparable growth measures in Math in Grade 3. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular teacher will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11.

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

For Grades K - 2 in Math, within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see table in 3.13).

On NWEA MAP for Grade 3 for Math, within the category of Highly Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
18	0.9	1.1
19	1.1	1.3
20	1.3	

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

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

For Grades K - 2 in Math, within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see table in 3.13).

On NWEA MAP for Grade 3 in Math, within the category of Effective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3
12	-0.3	-0.1
13	-0.1	0.1

14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

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

For Grades K - 2 in Math, within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see table in 3.13).

On NWEA MAP for Grade 3 in Math, within the category of Developing, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

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

Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

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

For Grades K - 2 in Math, within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve proficiency will score 0 - 2 points (see table in 3.13).

On NWEA MAP for Grade 3 in Math, within the category of Ineffective, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to

categories:

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

Within the category of Ineffective, those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
 0 -2.5
 1 -2.5 -2.3
 2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	To assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who

achievement for grade/subject.	achieve proficiency will score 18 - 20 points (see table in 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see table in 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see table in 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve proficiency will score 0 - 2 points (see table in 3.13).

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	To assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see table in 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see table in 3.13).

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see table in 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve proficiency will score 0 - 2 points (see table in 3.13).

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Dover Free School District Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Dover Free School District Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Dover Free School District American History Assessment

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.	To assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see table in 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see table in 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	Within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve

for grade/subject.	proficiency will score 3 - 8 points (see table in 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve proficiency will score 0 - 2 points (see table in 3.13).

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	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Physics Assessment

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.	To assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see table in 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see table in 3.13).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement	Within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve

for grade/subject.	proficiency will score 9 - 17 points (see table in 3.13).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve proficiency will score 0 - 2 points (see table in 3.13).

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	5) District, regional, or BOCES-developed assessments	Dover Union Free School District Algebra 1 Assessment
Geometry	5) District, regional, or BOCES-developed assessments	Dover Union Free School District Geometry Assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	Dover Union Free School District Algebra 2 Assessment

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.	To assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see table in 3.13).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see table in 3.13).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see table in 3.13).

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

Within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve proficiency will score 0 - 2 points (see table in 3.13).

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Dover Union Free School District Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

To assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable.

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

Within the category of Highly Effective, those teachers who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see table in 3.13).

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

Within the category of Effective, those teachers who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see table in 3.13).

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

Within the category of Developing, those teachers who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see table in 3.13).

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

Within the category of Ineffective, those teachers who fall within the range of 29% of students or below who achieve

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/5139/127539-y92vNseFa4/HEDI Band Local Measure 2012 - 2013_2.docx

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

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

*In order to combine multiple locally selected measures into a single subcomponent HEDI category, the following will occur:
For Common Branch Teachers who teach both ELA and Math (K - 5), the NWEA scores for Reading and Math will be averaged together into a single subcomponent HEDI category and score.
For all other teachers with multiple locally selected measures, the percentage of students who meet the proficiency target on the final assessment, as defined in the teacher's SLO, of the total number of students for which the teacher is responsible (according to the NYS >50% rules) will be used to determine a single subcomponent HEDI category and score.*

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 10, 2012

Updated Wednesday, December 05, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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.

On the final evaluation, each teacher will be rated according the rubric in each sub-component; that rating will determine where the teacher falls in the HEDI categories. Each sub-component in the rubric will be assigned a rating of 1 - 4 (Ineffective, Developing, Effective, Highly Effective). An average of all sub-components within each of the four domains will be averaged. The four domain averages will then be averaged to determine a Domain Average Score. The domain average score will be assigned a point score (out of a possible 60 points) from a conversion chart (attached). All points out of 60 are reachable, and the rubric scores in the Ineffective range have been expanded in order to accommodate all of the possible scores 0 - 49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category. Normal rounding rules apply.

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

assets/survey-uploads/5091/128143-eka9yMJ855/Scoring Methodology for the 60 REVISED.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall, as determined by the ratings and conversion chart, the teacher demonstrates the level of performance described as "Distinguished" in the Danielson rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall, as determined by the ratings and conversion chart, the teacher demonstrates the level of performance described as "Proficient" in the Danielson rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall, as determined by the ratings and conversion chart, the teacher demonstrates the level of performance described as "Basic" in the Danielson rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall, as determined by the ratings and conversion chart, the teacher demonstrates the level of performance described as "Unsatisfactory" in the Danielson rubric.

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	4
4.6) Observations of Probationary Teachers Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	4
4.7) Observations of Tenured Teachers Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Thursday, May 10, 2012

Updated Wednesday, November 21, 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

Created Wednesday, May 09, 2012
Updated Tuesday, November 20, 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/5265/127548-Df0w3Xx5v6/TIP Guidelines and Template_2.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Dover Union Free School District
Teacher APPR Appeals Process*

Appeals Process:

A. A tenured teacher who receives a rating of "ineffective" or "developing" on the composite score on the APPR shall be entitled to

appeal their annual APPR rating, based upon a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SBL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. The matters include:

- The substance of the rating on the APPR
- Adherence to the standards and methodologies required for such review
- Adherence to the Commissioner's regulations
- Adherence to the negotiated procedures
- The issuance and/or implementation of the terms of an improvement plan in connection with an "Ineffective" or "Developing" rating

C. An appeal of an evaluation must be commenced within ten (10) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The evaluator shall respond to the appeal with a written answer that either grants the appeal and directs further administrative action or denies the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal.

E. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten (10) calendar days of receipt of the evaluator's decision upon the appeal.

1. The first part of the appeal to the Superintendent shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:

- 3 tenured teachers agreed to by the DWTA
- 1 Administrator appointed by the Superintendent of Schools

2. Upon the selection of a committee, teachers who have not previously been trained in the appeals process by the District shall meet with the Superintendent or his designee to be provided with such training.

3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within ten (10) calendar days of receipt of the appeal. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendation shall issue his or her decision within ten (10) calendar days of receipt of the Appeals Committee's recommendation. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

4. If a teacher is appealing an "ineffective" or "developing" for the second consecutive year, and if the recommendations made by the Appeals Committee are contrary to the decision of the Superintendent in relation to moving forward with a 3020A Hearing, all recommendations from both Appeals Committees will go forward as part of the record for the 3020A Hearing.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Dutchess BOCES. Training will be conducted by Dutchess BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals

- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*
- *Specific training on the agreed upon rubrics.*

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED’s model to ensure consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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 Friday, May 11, 2012

Updated Wednesday, November 21, 2012

Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K - 2	State-approved 3rd party assessment	NWEA MAP for Primary Grades (Reading and Math)

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.	<p>To assign the principal to a HEDI category, an average of all student scores within the building will be included. The final score will be a building average of the Reading and Math scores.</p> <p>Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP for Primary Grades Assessment in Reading and Math to calculate principal-level effectiveness ratings for the comparable growth measures in ELA and Math in grades K-2. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.</p> <p>To construct an evaluative rating, CGI scores for all students linked to a particular principal will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student</p>
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outcomes, given that principals often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

To assign principals to HEDI categories for Grades K - 2 within the category of Highly Effective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Within the category of Highly Effective, those principals who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
18	0.9	1.1
19	1.1	1.3
20	1.3	

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

To assign principals to HEDI categories for Grades K - 2 within the category of Effective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:
Effective (9- 17 points) Results meet District-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those principals who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
9	-0.9	-0.7
10	-0.7	-0.5
11	-0.5	-0.3

12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

To assign principals to HEDI categories for Grades K - 2 within the category of Developing, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

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

Within the category of Developing, those principals who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.1 -1.9
4 -1.9 -1.7
5 -1.7 -1.5
6 -1.5 -1.3
7 -1.3 -1.1
8 -1.1 -0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

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

To assign principals to HEDI categories for Grades K - 2 within the category of Ineffective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

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

Within the category of Ineffective, those principals who fall at less than -2.1 standard deviations below average, we

further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

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/5365/128360-lha0DogRNw/NWEA ELA Math K - 2 Portal Principal.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
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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 Friday, May 11, 2012

Updated Friday, December 07, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3 - 5	(d) measures used by district for teacher evaluation	NWEA MAP ELA Grades 3 - 5
3 - 5	(d) measures used by district for teacher evaluation	NWEA MAP Math Grades 3 - 5
6 - 8	(d) measures used by district for teacher evaluation	NWEA MAP ELA Grades 6 - 8
6 - 8	(d) measures used by district for teacher evaluation	NWEA MAP Math Grades 6 - 8
9 - 12	(h) students' progress toward graduation	9th grade credit accumulation

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the principals with students in grades 3 - 5 and 6 - 8, Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP assessment to calculate principal-level effectiveness ratings for the comparable growth measures in ELA in grades 4 - 8. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the</p>
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growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular principal will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11.

For the principal of the building with students in Grades 9 - 12, the Dover Union Free School District will assign a HEDI rating based on the percentage of students earning 4 or more credits in Grade 9.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

To assign principals to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA and Mathematics within the category of Highly Effective, those principals who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points.

The specific point breakdown, with upper and lower bounds

denoted in standard deviation units, is as follows:

APPR Point \geq <

14 0.9 1.2

15 1.2

For the principal of the building with students in Grades 9 - 12, the Dover Union Free School District will assign a HEDI rating of Highly Effective based on the percentage of students earning 4 or more credits in Grade 9 as follows:

14: 90 - 94

15: 95 - 100

Normal rounding rules will apply.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

To assign principals to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA and Mathematics within the category of Effective, those principals who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in

standard deviation units, is as follows:

APPR Point \geq <

8 -0.9 -0.6

9 -0.6 -0.3

10 -0.3 0.0

11 0.0 0.3

12 0.3 0.6

13 0.6 0.9

For the principal of the building with students in Grades 9 - 12, the Dover Union Free School District will assign a HEDI rating of Effective based on the percentage of students earning 4 or more credits in Grade 9 as follows:
8: 80
9: 81
10: 82 - 83
11: 84 - 85
12: 86 - 87
13: 88 - 89

Normal rounding rules will apply.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

To assign principals to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA and Mathematics within the category of Developing, those principals who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
3 -2.4 -2.1
4 -2.1 -1.8
5 -1.8 -1.5
6 -1.5 -1.2
7 -1.2 -0.9

For the principal of the building with students in Grades 9 - 12, the Dover Union Free School District will assign a HEDI rating of Developing based on the percentage of students earning 4 or more credits in Grade 9 as follows:

3: 65 - 66
4: 67 - 68
5: 69 - 71
6: 72 - 75
7: 76 - 79

Normal rounding rules will apply.

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

To assign principals to HEDI categories on a 0 - 15 scale for Grades 4 - 8 in ELA and Mathematics within the category of Ineffective, those principals who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -3.0
1 -3.0 -2.7
2 -2.7 -2.4

For the principal of the building with students in Grades 9 - 12, the Dover Union Free School District will assign a HEDI rating of Ineffective based on the percentage of students earning 4 or more credits in Grade 9 as follows:
0: 0 - 49

1: 50 - 57

2: 58 - 64

Normal rounding rules will apply.

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/5366/128379-qBFVOWF7fC/NWEA ELA Math 4 - 8 Portal Principal.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 2	(d) measures used by district for teacher evaluation	Dover Union Free School District Writing Assessment (Grades K - 2)
K - 2	(d) measures used by district for teacher evaluation	Dover Union Free School District Math Assessment (Grades K - 2)
3 - 5	(d) measures used by district for teacher evaluation	NWEA MAP ELA Grades 3 - 5
3 - 5	(d) measures used by district for teacher evaluation	NWEA MAP Math Grades 3 - 5
6 - 8	(d) measures used by district for teacher evaluation	NWEA MAP ELA Grades 6 - 8
6 - 8	(d) measures used by district for teacher evaluation	NWEA MAP Math Grades 6 - 8
9 - 12	(h) students' progress toward graduation	9th grade credit accumulation

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.

For the K - 2 principal, Dover Union Free School District assigned a point value for the percentage of students who meet the proficiency target on the final assessment, as defined in the principal's SLO. Highly Effective is defined as 81% or more students reaching proficiency. Ineffective is defined as below 30% of students reaching proficiency. Standard rounding rules to the nearest whole number will be applied to the final Percentage of Target Goal met. All HEDI scores (0 - 20) are achievable (see attachment).

The principal will receive a buildingwide score based upon all of the students who took the Dover Union Free School District Final Writing and Math Assessments. The final average scores of each of the of these two assessments will be averaged for one score.

For Grades 3 - 8, to assign the principal to a HEDI category, an average of all student scores within the building will be included. The final score will be a building average of the Reading and Math scores.

Dover Union Free School District will be using conditional growth index (CGI) based on the NWEA MAP in Reading and Math to calculate principal-level effectiveness ratings for the comparable growth measures in ELA and Math in grades 3 - 8. The conditional growth index captures the contributions educators make to student learning on the NWEA MAP assessments, by comparing actual student growth to the student growth norms. These norms reflect the amount of growth that might be expected from these students based on their grade, subject, and starting RIT score. CGI scores are expressed in standard deviation units, or z-scores, with scores above zero indicating students exceeded the growth norms, whereas scores below zero indicate growth less than the growth norm. CGI scores of zero are indicative of students meeting their growth norms.

To construct an evaluative rating, CGI scores for all students linked to a particular principal will be averaged, with this average CGI score converted to the four-category HEDI range. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that principals often serve very different student populations. Major modeling and score translation decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

The percentage of students who show growth will follow the same chart as defined in section 2.11.

For the principal of grades 9 - 12, student progress toward graduation will be measured by Grade 9 students who earn at least four credits by the end of the school year (see attachment). HEDI points will be assigned by the percentage of students earning at least four credits. The HEDI scale in the attachment will be used to assign points.

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

For Grades K - 2 and 9 - 12, within the category of Highly Effective, those principals who fall within the range of 81% of students or higher who achieve proficiency will score 18 - 20 points (see attachment).

For Grades 3 - 8 on NWEA MAP (Reading and Math), within the category of Highly Effective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

Highly Effective: Greater than or equal to .9 standard

deviations above average (13).

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

Within the category of Highly Effective, those principals who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
18 0.9 1.1
19 1.1 1.3
20 1.3

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 18 indicates that the standard deviation value was greater than or equal to 0.9 but less than 1.1.

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

For Grades K - 2 and 9 - 12, within the category of Effective, those principals who fall within the range of 55% - 80% of students who achieve proficiency will score 9 - 17 points (see attachment).

For Grades 3 - 8 on NWEA MAP (Reading and Math), within the category of Effective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:
Effective (9- 17 points) Results meet District-adopted expectations for growth or achievement for grade/subject.

Within the category of Effective, those principals who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
9 -0.9 -0.7
10 -0.7 -0.5
11 -0.5 -0.3
12 -0.3 -0.1
13 -0.1 0.1
14 0.1 0.3
15 0.3 0.5
16 0.5 0.7
17 0.7 0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while

the values in the second standard deviation column indicates LESS THAN. For example, a score of 9 indicates that the standard deviation value was greater than or equal to -0.9 but less than -0.7.

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

For Grades K - 2 and 9 - 12, within the category of Developing, those principals who fall within the range of 30% - 54% of students who achieve proficiency will score 3 - 8 points (see attachment).

For Grades 3 - 8 on NWEA MAP (Reading and Math), within the category of Developing, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

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

Within the category of Developing, those principals who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point	≥	<
3	-2.1	-1.9
4	-1.9	-1.7
5	-1.7	-1.5
6	-1.5	-1.3
7	-1.3	-1.1
8	-1.1	-0.9

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 3 indicates that the standard deviation value was greater than or equal to -2.1 but less than -1.9.

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

For Grades K - 2 and 9 - 12, within the category of Ineffective, those principals who fall within the range of 0 - 29% of students who achieve proficiency will score 0 - 2 points (see attachment).

For Grades 3 - 8 on NWEA MAP (Reading and Math) within the category of Ineffective, we will assume a normal distribution of principal effects centered on 13. From this point, we will use the following cut points to assign principals to categories:

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

Within the category of Ineffective, those principals who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

APPR Point \geq <
0 -2.5
1 -2.5 -2.3
2 -2.3 -2.1

NOTE: The values specified in the point assignment do not overlap, as the values in first standard deviation column indicate GREATER THAN OR EQUAL TO while the values in the second standard deviation column indicates LESS THAN. For example, a score of 1 indicates that the standard deviation value was greater than or equal to -2.5 but less than -2.3.

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/5366/128379-T8MIGWUVm1/HEDI Band Local Measure 2012 - 2013_2.docx

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For Grades K - 2, the final average scores of the Dover Union Free School District Writing Assessment (Grades K - 2) and the Dover Union Free School District Math Assessment (Grades K - 2) will be averaged together to calculate a final score of 0 - 20. For example, if the Dover Union Free School District Writing Assessment (Grades K - 2) final average score is 8, and the Dover Union Free School District Math Assessment (Grades K - 2) final average score is 16. The final score would be 12.

For Grades 3 - 8, the final average scores of the NWEA MAP Reading and Math assessments will be averaged together to calculate a final score of 0 - 20. For example, if the NWEA MAP Reading final average score is 8, and the NWEA MAP Math final average score is 16. The final score would be 12.

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)

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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.

Marzano's School Administrator 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.

On the final evaluation, each principal will be rated according the rubric in each sub-component; that rating will determine where the principal falls in the HEDI categories. Each sub-component in the rubric will be assigned a rating of 0 - 4 (Not Using, Beginning, Developing, Applying, Innovating). An average of all sub-components will be calculated and assigned a point score (out of a possible 60 points) from a conversion chart (attached). All points out of 60 are reachable, and the rubric scores in the "Ineffective" range have been expanded in order to accommodate all of the possible scores 0 - 49 (all standard rounding rules apply). Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

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/5143/128362-pMADJ4gk6R/Marzano Rubric Principal Conversion Chart_1.doc

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.	Overall, as determined by the ratings and conversion chart, the principal demonstrates the level of performance described as "Innovating" in the Marzano rubric.
Effective: Overall performance and results meet standards.	Overall, as determined by the ratings and conversion chart, the principal demonstrates the level of performance described as "Applying" in the Marzano rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Overall, as determined by the ratings and conversion chart, the principal demonstrates the level of performance described as "Developing" in the Marzano rubric.
Ineffective: Overall performance and results do not meet standards.	Overall, as determined by the ratings and conversion chart, the principal demonstrates the level of performance described as "Beginning" or "Not Using" in the Marzano rubric.

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)

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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/5276/128364-Df0w3Xx5v6/PIP Guidelines and Template.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*DOVER UNION FREE SCHOOL DISTRICT - APPEALS PROCESS FOR PRINCIPALS
REGARDING EDUCATION LAW §3012-c AND PART 30-2 REGENTS RULES APPR COMPLIANCE*

I. Appeals Process:

A. A tenured principal who receives overall rating of “ineffective” or “developing” on his or her APPR shall be entitled to appeal the annual APPR rating. A tenured principal who receives a rating of “developing” on the 60-point rubric and is rated “developing” on the overall 100-point APPR rating may also make an appeal. The appeal must be made by a paper submission to the Central Office administrative designee or the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within ten days of the presentation of the document to the principal, or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent or administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or deny the appeal. Such decision shall be made within ten days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten days of receipt of the Superintendent or designee’s decision upon the appeal.

E. The appeal will then be taken to one of the mutually agreed upon superintendents or retired administrators who will examine the written appeal and make his or her decision in writing within ten days of receipt of that appeal. His or her decision, so long as the decision is made within the time frame set forth in this paragraph, shall be final and binding in all regards, and shall not be subject to review at arbitration before any administrative agency or in any court of law. However, nothing herein shall affect the right of a principal to challenge any aspect on an evaluation in a proceeding under Section 3020-a. The initiation of an appeal procedure shall sunset on September 1, 2013 (or ten days beyond the date in which the principal receives his/her final evaluation if NYS provides the District with late results). All aspects of the appeal procedure shall be reviewed and/or renegotiated for the 2013 - 2014 school year.

SO AGREED TO THIS _____ DAY OF _____, 20_____.

DISTRICT ASSOCIATION

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 District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual’s performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (“NYSED”) model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Dutchess BOCES. Training will be conducted by Dutchess BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State-approved teacher or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*
- *Specific training on the agreed upon rubrics.*

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED’s model to ensure consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Friday, May 11, 2012

Updated Thursday, December 13, 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/5581/128377-3Uqgn5g9Iu/appr certification signatures dec 13.pdf](assets/survey-uploads/5581/128377-3Uqgn5g9Iu/appr%20certification%20signatures%20dec%2013.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.

Dover Union Free School District
HEDI Scoring Band for NYS Growth Measures

Grade Levels and Subjects:

- **Grades 6 – 8:** Science, Social Studies
- **Grades 9 – 12:** Social Studies Regents Courses, Science Regents Courses, Math Regents Courses, English Language Arts
- **Other Courses:** All other courses (K – 12) using a growth measure not specifically denoted in Sections 2.2 – 2.9

Dover Union Free School District Student Growth Expectations

Pre-Assessment Score (Baseline)	Student Progress Necessary to Meet District Expectations				
	Performance Level	END: 1	END: 2	END: 3	END: 4
0 – 25	START: 1	NO	YES	YES	YES
26 – 50	START: 2	NO	NO	YES	YES
51 – 75	START: 3	NO	NO	YES	YES
76 - 100	START: 4	NO	NO	NO	YES

NOTES:

- If an assessment has a rubric score of 1 – 4 (rather than a 0 – 100 score), the Performance Level Start Points denoted in the second column (above) will be used. The rubric End Points also will follow the chart above.
- Because the expectation is for all students to show growth from their pre-assessment, the target for most teachers is “100% of the population will demonstrate growth from the pre-assessment to the post-assessment as denoted in the chart above. Due to unique situations and variables, third grade teachers, DES reading teachers, the MS ELA interventionist and DES and DMS math interventionists will work jointly with district administrators to determine their targets as percentage less than 100%. The formula and rationale for the target will be clearly indicated in the Student Learning Objectives Template.
- All students in self-contained special education classes who show at least a 12-point growth or a half performance level growth on the State or district-developed final assessment will meet the growth requirement (or as noted in individual student targets).
- Students who were in self-contained classes during the 2011 – 2012 school year and have transitioned into co-taught or mainstream classes for the 2012 -2013 school year will show at least a 12-point growth or a half performance level growth on the State or district-developed final assessment in order to meet the growth requirement. This pertains to core subjects only and is subject-specific (ie. – if a student was in a 1:12:1 class for math but mainstreamed for social studies last year, this rule would apply only to math, and the student would be expected to show full growth in social studies).

To assign teachers to HEDI categories, the Dover Union Free School District assigned a point value for the percentage of students who showed growth on their final assessment from the pre-assessment (District-developed or NYS Assessment). Below 65% of students who showed growth will be considered to be Ineffective, while 86% of students and above who showed growth will be considered Highly Effective. Standard rounding rules to the nearest whole number apply. All HEDI scores (0 - 20) are achievable.

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%	91 - 95%	86 - 90%	85%	83 - 84%	81 - 82%	79 - 80%	77 - 78%	76%	75%	73 - 74%	71 - 72%	70%	69%	68%	67%	66%	65%	64%	63%	≤62%

**Dover Union Free School District
NWEA MAP Calculations**

Reading and Math – Grades 4 – 8 Calculations

Dover Union Free School District will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Reading and Math in grades 4-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Dover Union Free School District’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

**Dover Union Free School District
HEDI Scoring Band for Local Measures**

Grade Levels and Subjects:

- **Grades 6 – 8:** Science, Social Studies
- **Grades 9 – 12:** Social Studies Regents Courses, Science Regents Courses, Math Regents Courses, English Language Arts
- **Other Courses:** All other courses (K – 12) not specifically denoted in Sections 3.1 – 3.11

Rating Scale

Points Earned for Percentage of Students who Meet the SLO Final Assessment Proficiency Target

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
≥94%	88 - 93%	81 - 87%	78 - 80%	75 - 77%	72 - 74%	69 - 71%	66 - 68%	63 - 65%	60 - 62%	57 - 59%	55 - 56%	51 - 54%	47 - 50%	42 - 46%	38 - 41%	35 - 37%	30 - 34%	21 - 29%	11 - 20%	≤10%

NOTES:

- On a 100-point score, proficiency is a score of 65 or higher
- On a 4-point rubric, proficiency is a score of Level 3 or higher
- All standard rounding rules to reach a whole number will be applied to Percentage of Target Goal Met.

Sample

- **SLO Target agreed upon by teacher and principal:** 85% of students will demonstrate proficiency of a score of 65 or higher (100-point scale) as measured by the Dover Union Free School District Global 1 Final Assessment.
- **Student Results:** 93 out of the teacher’s 120 students earned a score of 65 or higher on the Dover Union Free School District Global 1 Final Assessment. That is 77.5% of the students who earned a score of 65 or higher (on a 100-point scale).
- **Percentage of Target Goal Met:** 77.5% (percentage of students who earned 65 or higher) divided by 85% (SLO Target) equals 91.17%, which is rounded to 91%.
- **Conversion from Percentage to Points:** According to the chart above, 91% equates to 19 points (maximum 20).

DOVER UNION FREE SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

If a teacher's performance is rated as "ineffective" on the year-end evaluation, a Teacher Improvement Plan (TIP) addressing the area(s) in need of improvement will be developed by the District in consultation with the teacher. If a teacher's performance is rated as "developing" on the year-end evaluation, the District may develop a TIP, in consultation with the teacher, addressing the area(s) in need of improvement.

The TIP must be put in place no later than ten (10) days after the date on which teachers must report prior to the opening of classes for the school year. Teachers are encouraged to meet with the supervising administrator to discuss the TIP after the final evaluation is given and prior to the start of the school year. All aspects of the TIP must be consistent with the Commissioner's Regulations.

Once a Teacher Improvement Plan is set in place, the supervising administrator will use this plan as another tool for monitoring and providing feedback to the teacher on his/her continued performance.

The Purpose of a TIP is to:

- Improve teacher performance
- Provide targeted, intensive prescriptive interventions
- Provide additional support
- Provide due process for possible disciplinary action
- Provide information to determine tenure

Referral to a TIP

1. The administrator will put a TIP in place for a teacher when the concerns are such that an intensive intervention process is necessary.
2. The administrator will initiate the TIP and develop the TIP in consultation with the teacher. A copy of the TIP will be provided to the teacher. The TIP will include:
 - Identification of the areas needing improvement
 - Action steps for improvement
 - Timeline for achieving improvement
 - The manner in which improvement will be assessed
3. It is the teacher's responsibility to faithfully follow the action plan outlined in the TIP, without expectation for compensation.
4. If the teacher refuses to recognize deficiencies and/or rejects the TIP, the District will take appropriate action with regard to due process.

In an effort to improve teacher performance in a timely manner, an Opportunity for Growth Plan (Appendix C) based upon formal classroom observations and/or walk-through observations focused on one or two aspects of quality at a time may be put in place by an administrator at any point during the school year. An Opportunity for Growth Plan may also be initiated if a pattern

of “ineffective” or “developing” is noted in walk-throughs of aspects of quality that have already been addressed and evaluated, as the continued implementation of these indicators is a district expectation.

The year-end TIP must be written based upon the information from the Annual Professional Performance Review.

When a TIP is put in place, the administrator who wrote the TIP will give a copy of the TIP to the Assistant Superintendent of Curriculum and Instruction and the Superintendent. At the conclusion of the timeline for improvement, he/she will then follow up in writing with the Assistant Superintendent and Superintendent delineating an updated TIP or a letter stating that the requirements for improvement by the teacher have been met. A copy of the written follow-up will also be provided to the teacher.

A copy of the template for the TIP is attached in Appendix D of this document.

OPPORTUNITY FOR GROWTH PLAN (Appendix C)

Name: _____

Building: _____

AREAS NEEDING IMPROVEMENT	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR ACHIEVING IMPROVEMENT	HOW IMPROVEMENT WILL BE ASSESSED

Teacher's Comments:

Principal's
Comments:

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

TEACHER IMPROVEMENT PLAN (Appendix D)

Name:

Building:

Grade/Subject:

AREAS NEEDING IMPROVEMENT	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR ACHIEVING IMPROVEMENT	HOW IMPROVEMENT WILL BE ASSESSED

Teacher's Comments:

Administrator's

Comments:

Teacher's Signature _____

Signature _____

Date: _____

Administrator's

Date:

Scoring Methodology for the 60-point Score on the Danielson Rubric (2007)

According to New York State, a teacher's APPR 100-point Composite Score will be determined by three sub-components:

- State Assessment Measure (20 points)
- Local Assessment Measure (20 points)
- Teacher Evaluation (60 points)

The following steps are followed to determine the Teacher Evaluation Score (maximum of 60 points):

1. A Year-end Evaluation form is completed by a certified lead evaluator. This form will have a rating for each component in all four domains. This component rating is determined by the administrator from evidence collected throughout the school year from any of the following: classroom observations, walk-throughs, professional learning community work, pre- and/post-observation conferences, and various types of evidence that will aid in the justification of scoring a particular component.
2. Each component rating is a score of 1 – 4 based upon the descriptors in the Danielson Rubric for that component.
 - Highly Effective = 4
 - Effective = 3
 - Developing = 2
 - Ineffective = 1
3. The components within each domain are averaged together to determine a Domain Average Score for each of the four domains (Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities).
4. The four Domain Average Scores are averaged together to determine an Overall Rubric Average Score.
5. The Overall Rubric Average Score is converted to Composite Score out of a possible 60 points.

HEDI Category	Overall Rubric Average Score	60-point Distribution for Composite Score
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

NOTES:

- NYS set the HEDI Categories and 60-point Distribution for the Composite Score, and required that each score from 0 – 60 be attainable.
- The detailed conversion chart on the next two pages allows the district to convert the Overall Rubric Average Score to a specific Composite Score (out of a possible 60 points).
- Use of the conversion chart on the following pages shall sunset becoming null and void in all regards after its implementation for the 2012 – 2013 school year.

Conversion Chart
Overall Rubric Average Score to Composite Score

Overall Rubric Average Score	HEDI Category	Composite Score
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49

Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.3
3.3		58.4
Highly Effective 59-60		
3.4		59
3.5		59.1
3.6		59.3
3.7		59.5
3.8		59.8
3.9		59.9
4		60

**Dover Union Free School District
NWEA MAP for Primary Grades Calculations**

Reading and Math – Grades K - 2 Calculations

Dover Union Free School District will be using value-added measures based on the NWEA MAP for Primary Grades assessment to calculate principal-level effectiveness ratings for the locally selected measures of student growth in Reading and Math in grades 4-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes. Dover Union Free School District’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

**Dover Union Free School District
Marzano Rubric Principal Conversion Chart**

Level	Point off rubric	Conversion Score for Composite
Ineffective	0	0
	1	1.4
	2	2.8
	3	4.2
	4	5.6
	5	7
	6	8.4
	7	9.8
	8	11.2
	9	12.6
	10	14
	11	15.4
	12	16.8
	13	18.2
	14	19.6
	15	21
	16	22.4
	17	23.8
	18	25.2
	19	26.6
	20	28
	21	29.4
	22	30.8
	23	32.2
	24	33.6
	25	35
	26	36.4
	27	37.8
	28	39.2
	29	40.6
	30	42
	31	43.4
	32	44.8
	33	46.2
	34	47.6
	35	49

Developing	36	50
	37	50.3
	38	50.6
	39	50.9
	40	51.2
	41	51.5
	42	51.8
	43	52.1
	44	52.4
	45	52.7
	46	53
	47	53.3
	48	53.6
	49	53.9
	50	54.2
	51	54.5
	52	54.8
	53	55.1
	54	55.4
	55	55.7
	56	56
	57	56.2
	58	56.3
	59	56.4
Effective	60	57
	61	57.083
	62	57.166
	63	57.249
	64	57.332
	65	57.415
	66	57.498
	67	57.581
	68	57.664
	69	57.747
	70	57.83
	71	57.913
	72	57.996
	73	58.079
	74	58.08
	75	58.09
	76	58.1

	77	58.11
	78	58.15
	79	58.2
	80	58.25
	81	58.3
	82	58.35
	83	58.4
Highly Effective	84	59
	85	59.077
	86	59.154
	87	59.231
	88	59.308
	89	59.385
	90	59.462
	91	59.539
	92	59.616
	93	59.693
	94	59.77
	95	59.847
	96	60

PRINCIPAL IMPROVEMENT PLAN

The Principal Improvement Plan (PIP) is a structured plan designed to identify specific concerns in the instruction and outlines a plan of action to address these concerns. The purpose of a PIP is to assist principals to work to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

If a principal's performance is rated as "ineffective" or "developing" on the year-end evaluation, a Principal Improvement Plan addressing the area(s) in need of improvement will be developed by the Assistant Superintendent of Curriculum and/or the Superintendent in consultation with the principal. At the request of the principal, the president of the Administrators Union or his/her designee may assist in the development of the PIP.

The PIP must be put in place no later September 10 of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation. All aspects of the PIP must be consistent with the Commissioner's Regulations.

Once a PIP is set in place, the supervising administrator will use this plan as another tool for monitoring and providing feedback to the principal on his/her continued performance.

The Purpose of a PIP is to:

- Improve principal performance
- Provide targeted, intensive prescriptive interventions
- Provide additional support
- Provide due process for possible disciplinary action
- Provide information to determine tenure

Referral to a PIP

1. If a principal's performance is rated as "ineffective" or "developing" on the year-end evaluation, the Assistant Superintendent and/or Superintendent will put a PIP in place for a principal as the concerns are such that an intensive intervention process is necessary.
2. The Assistant Superintendent and/or Superintendent will initiate the PIP, in consultation with the principal (and union representative, if requested), and a copy of the PIP will be provided to the principal. The PIP will include:
 - Identification of the areas needing improvement
 - Action steps for improvement
 - Timeline for achieving improvement
 - The manner in which improvement will be assessed
3. It is the principal's responsibility to faithfully follow the action plan outlined in the PIP.
4. If the principal refuses to recognize deficiencies and/or rejects the PIP, the District will take appropriate action with regard to due process.

In an effort to improve principal performance in a timely manner, an Opportunity for Growth Plan based upon formal observations (announced or unannounced) focused on one or two aspects of quality at a time may be put in place by the Assistant Superintendent and/or Superintendent at any point during the school year. An Opportunity for Growth Plan may also be initiated if a pattern of “ineffective” or “developing” is noted in aspects of quality that have already been addressed and evaluated, as the continued implementation of these indicators is a district expectation.

The year-end PIP must be written based upon the information from the Annual Professional Performance Review.

When a PIP is put in place, the PIP will be placed in the principal’s District Office personnel file. At the conclusion of the timeline for improvement, the Assistant Superintendent and/or Superintendent will follow up in writing delineating an updated PIP or a letter stating that the requirements for improvement by the principal have been met.

A copy of the template for the PIP is attached.

OPPORTUNITY FOR GROWTH PLAN

Name: _____

Building: _____

AREAS NEEDING IMPROVEMENT	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR ACHIEVING IMPROVEMENT	HOW IMPROVEMENT WILL BE ASSESSED

Principal's Comments:

Assistant Superintendent's/Superintendent's
Comments: _____

PRINCIPAL IMPROVEMENT PLAN

Name: _____

Building: _____

AREAS NEEDING IMPROVEMENT	ACTION STEPS FOR IMPROVEMENT	TIMELINE FOR ACHIEVING IMPROVEMENT	HOW IMPROVEMENT WILL BE ASSESSED

Principal's Comments:

Supervisor's

Comments: _____

Principal's Signature _____

Signature _____

Date: _____

Supervisor's

Date: _____

**Dover Union Free School District
NWEA MAP Calculations**

Reading and Math – Grades 4 – 8 Calculations

Dover Union Free School District will be using value-added measures based on the NWEA MAP assessment to calculate principal-level effectiveness ratings for the locally selected measures of student growth in Reading and Math in grades 4-8. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes. Dover Union Free School District’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state.

**Dover Union Free School District
HEDI Scoring Band for Local Measures**

Grade Levels and Subjects:

- **Grades 6 – 8:** Science, Social Studies
- **Grades 9 – 12:** Social Studies Regents Courses, Science Regents Courses, Math Regents Courses, English Language Arts
- **Other Courses:** All other courses (K – 12) not specifically denoted in Sections 3.1 – 3.11

Rating Scale

Points Earned for Percentage of Students who Meet the SLO Final Assessment Proficiency Target

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
≥94%	88 - 93%	81 - 87%	78 - 80%	75 - 77%	72 - 74%	69 - 71%	66 - 68%	63 - 65%	60 - 62%	57 - 59%	55 - 56%	51 - 54%	47 - 50%	42 - 46%	38 - 41%	35 - 37%	30 - 34%	21 - 29%	11 - 20%	≤10%

NOTES:

- On a 100-point score, proficiency is a score of 65 or higher
- On a 4-point rubric, proficiency is a score of Level 3 or higher
- All standard rounding rules to reach a whole number will be applied to Percentage of Target Goal Met.

Sample

- **SLO Target agreed upon by teacher and principal:** 85% of students will demonstrate proficiency of a score of 65 or higher (100-point scale) as measured by the Dover Union Free School District Global 1 Final Assessment.
- **Student Results:** 93 out of the teacher’s 120 students earned a score of 65 or higher on the Dover Union Free School District Global 1 Final Assessment. That is 77.5% of the students who earned a score of 65 or higher (on a 100-point scale).
- **Percentage of Target Goal Met:** 77.5% (percentage of students who earned 65 or higher) divided by 85% (SLO Target) equals 91.17%, which is rounded to 91%.
- **Conversion from Percentage to Points:** According to the chart above, 91% equates to 19 points (maximum 20).

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

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

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

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

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

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

Signatures, dates

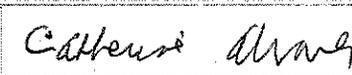
Superintendent Signature: Date: 12/7/12



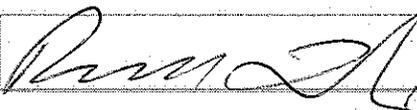
Teachers Union President Signature: Date:

 12-7-12

Administrative Union President Signature: Date:

 12/7/12

Board of Education President Signature: Date:

 12/11/12