



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

Commissioner of Education
President of the University of the State of New York
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March 6, 2014

Revised

Sandra Sherwood, Superintendent
Dryden Central School District
P.O. Box 88
Dryden, NY 13053

Dear Superintendent Sherwood:

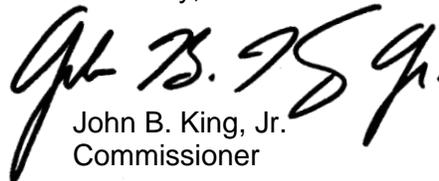
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Jeffrey Matteson

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 610301060000

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

610301060000

1.2) School District Name: DRYDEN CSD

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

DRYDEN CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, March 06, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

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

0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

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	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

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	Dryden developed 6th Grade Science assessment
7	District, regional or BOCES-developed assessment	Dryden developed 7th Grade Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

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	Dryden developed 6th Grade Social Studies assessment
7	District, regional or BOCES-developed assessment	Dryden developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	Dryden developed 8th Grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a post-assessment in the late spring

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	All Regents Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart Students enrolled in Common Core Algebra will take NYS Integrated Algebra Regents in addition to the Common Core Algebra Regents. The higher of the two scores will be used for APPR purposes. Students enrolled in Common Core English will take NYS Comprehensive English Regents in addition to the Common Core English Regents. If the students take both exams, the higher of the two scores will be used for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents in June; Global I = 76-100% of HS students met growth target on all attempted Regents exams
Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Global I = 65-75% of HS students met growth target on all attempted Regents exams
Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Global I = 53-64% of HS students met growth

target on all attempted Regents exams

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

0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Global I = 0-52% of HS students met growth target on all attempted Regents exams

2.7) High School Science Regents Courses

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

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

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

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

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

See 2.11 for Dryden-Teacher HEDI State SLO Chart

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

76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June

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

65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June

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

53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June

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

0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11 for Dryden-Teacher HEDI State SLO Chart Students enrolled in Common Core Algebra will take NYS Integrated Algebra Regents in addition to the Common Core Algebra Regents. The higher of the two scores will be used for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Effective (9 - 17 points) Results meet District goals for similar students.	65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Developing (3 - 8 points) Results are below District goals for similar students.	53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents exam in June

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	All Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	All Regents Assessments
Grade 11 ELA	Regents assessment	Comprehensive English Regents and Common Core English Regents

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>See 2.11 for Dryden-Teacher HEDI State SLO Chart For Grades 9 and 10 ELA, students enrolled in Common Core English will take NYS Comprehensive English Regents in addition to the Common Core English Regents. For students enrolled in Common Core Algebra, they will take the Integrated Algebra Regents in addition to the Common Core Algebra Regents. If the students take both exams per subject, the higher of the two scores will be used for APPR purposes. For Grade 11 ELA, students enrolled in Common Core English may take the Comprehensive English Regents and the Common Core English Regents. If the student takes both exams, the higher of the two scores will be used for APPR purposes.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>76-100% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Grade 9 ELA and Grade 10 ELA = 76-100% of HS students met growth target on all attempted Regents exams</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>65-75% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Grade 9 ELA and Grade 10 ELA = 65-75% of HS students met growth target on all attempted Regents exams</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>53-64% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Grade 9 ELA and Grade 10 ELA = 53-64% of HS students met growth target on all attempted Regents exams</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-52% of students met growth target set by the teacher in conjunction with the principal using a pre-assessment in the fall and a Regents; Grade 9 ELA and Grade 10 ELA = 0-52% of HS students met growth target on all attempted Regents exams</p>

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
All other HS courses not named above	School/BOCES-wide/group/team results based on State	All given HS Regents Assessments
All other K-3 courses not named above	School/BOCES-wide/group/team results based on State	3rd Grade ELA and Math Assessments
All other 4-5 courses not named above	School/BOCES-wide/group/team results based on State	4th and 5th Grades ELA and Math Assessments
All other MS courses not named above	School/BOCES-wide/group/team results based on State	6th, 7th and 8th Grade State ELA Assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For All other MS courses not named above, HEDI points will be determined by the average State provided growth score for teachers using the 6th, 7th, and 8th grade ELA state assessments.</p> <p>For All other K-3 courses not named above, teacher in collaboration with the principal will set individual student growth targets based on baseline data. HEDI points will be determined based on the percentage of students school-wide who meet or exceed the target.</p> <p>For All other HS courses not named above, teachers in collaboration with the principal will set individual student growth targets based on baseline data. HEDI points will be determined by the percentage of students school-wide who had met or exceeded their individual growth targets.</p> <p>Students enrolled in Common Core English or Algebra, will take the Integrated Algebra Regents in addition to the Common Core Algebra Regents or will take the Comprehensive English Regents in addition to the Common Core English Regents. If the students take both exams per subject, the higher of the two scores will be used for APPR purposes.</p> <p>For all other 4-5 courses not named above teachers in collaboration with the principal will set individual student growth targets based on baseline data. HEDI points will be determined by the percentage of students school-wide who had met or exceeded their individual growth targets.</p> <p>See the uploaded attachment for HEDI SLO assignment process for the remaining courses.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See upload in 2.11</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See upload in 2.11</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See upload in 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See upload in 2.11</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

and upload that file here.

assets/survey-uploads/12186/524895-TXEttx9bQW/Dryden-TeacherHEDI-StateSLOChart_2.doc

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

3.2) Grades 4-8 Math

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

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

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/524896-rhJdBgDruP/Dryden-TeacherHEDI-LocalChart.doc

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building administrator will collaboratively develop [achievement] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same achievement measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. We assure that the achievement measures being used are different from those in Task 2 for Growth Measures.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met achievement target determined by the teacher in conjunction with the principal
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met achievement target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met achievement target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth achievement determined by the teacher in conjunction with the principal

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
3	4) State-approved 3rd party assessments	STAR MATH Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building administrator will collaboratively develop [achievement] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same measure. After the summative assessment is administered and scored, the teacher and the building
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administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. We assure that the achievement measures being used are different from those in Task 2 for Growth Measures.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met achievement target determined by the teacher in conjunction with the principal
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met achievement target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met achievement target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met achievement target determined by the teacher in conjunction with the principal

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building administrator will collaboratively develop [achievement] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met achievement target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met achievement target determined by the teacher in conjunction with the principal

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met achievement target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met achievement target determined by the teacher in conjunction with the principal

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building administrator will collaboratively develop [achievement] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student achievement targets. Teachers in the same grade or subject will be using the same measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met achievement target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met achievement target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met achievement target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met achievement target determined by the teacher in conjunction with the principal

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	Dryden developed Global 1 assessment
Global 2	6(ii) School wide measure computed locally	All given HS Regents exams
American History	6(ii) School wide measure computed locally	All given HS Regents exams

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.	<p>For Global 2 and American History, teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. The target will be individual student growth targets. Appropriate and rigorous targets will be set. The target will be individual student growth targets. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.</p> <p>Students enrolled in Common Core English will take NYS Comprehensive English Regents in addition to the Common Core English Regents. If the students take both exams, the higher of the two scores will be used for APPR purposes. Students enrolled in Common Core Algebra will take NYS Integrated Algebra Regents in addition to the Common Core Algebra Regents. The higher of the two scores will be used for APPR purposes.</p> <p>For Global I, the HEDI points are awarded based on the percentage of students on a teacher's roster meeting or exceeding their individual growth targets. Teachers in collaboration with principal will develop individual growth targets based on baseline data.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	53-64% of students met growth target determined by the teacher in conjunction with the principal

grade/subject.

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

0-52% of students met growth target determined by the teacher in conjunction with the principal

3.9) High School Science

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

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

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

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.

Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. The target will be individual student growth targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. Students enrolled in Common Core English will take NYS Comprehensive English Regents in addition to the Common Core English Regents. If the students take both exams, the higher of the two scores will be used for APPR purposes. Students enrolled in Common Core Algebra will take NYS Integrated Algebra Regents in addition to the Common Core Algebra Regents. The higher of the two scores will be used for APPR purposes.

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

76-100% of students met growth target determined by the teacher in conjunction with the principal

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

3.10) High School Math

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

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. The target will be individual student growth targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. Students enrolled in Common Core English will take NYS Comprehensive English Regents in addition to the Common Core English Regents. If the students take both exams, the higher of the two scores will be used for APPR purposes. Students enrolled in Common Core Algebra will take NYS Integrated Algebra Regents in addition to the
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Common Core Algebra Regents. The higher of the two scores will be used for APPR purposes.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	Dryden developed Grade 9 ELA Assessment
Grade 10 ELA	7) Student Learning Objectives	Dryden developed Grade 10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	All given HS Regents exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Grade 11, teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this
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percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher.

Students enrolled in Common Core English will take NYS Comprehensive English Regents in addition to the Common Core English Regents. If the students take both exams, the higher of the two scores will be used for APPR purposes.

Students enrolled in Common Core Algebra will take NYS Integrated Algebra Regents in addition to the Common Core Algebra Regents. The higher of the two scores will be used for APPR purposes.

For Grades 9 and 10 ELA, the HEDI points are awarded based on the percentage of students on a teacher's roster meeting or exceeding their individual growth targets. Teachers in collaboration with the principal will set individual growth targets based on baseline data.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students met growth target determined by the teacher in conjunction with the principal
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-75% of students met growth target determined by the teacher in conjunction with the principal
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	53-64% of students met growth target determined by the teacher in conjunction with the principal
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-52% of students met growth target determined by the teacher in conjunction with the principal

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 Art	7) Student Learning Objectives	TST BOCES developed art assessment for each grade level
K-2 Library	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise
3-5 Music, Library, PE	7) Student Learning Objectives	Dryden locally developed assessment for specific grades and subjects
MS Technology	6(ii) School wide measure computed locally	STAR MATH Enterprise
All other courses not named above	7) Student Learning Objectives	Dryden locally developed assessment course specific

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

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

<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 3.13, below.</p>	<p>Teachers and their building administrator will collaboratively develop [growth] goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students school-wide who met the differentiated targets. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each teacher. For courses utilizing SLOs, the HEDI points are awarded based on the percentage of students on a teacher's roster meeting or exceeding their individual growth targets. Teachers in collaboration with principals will set individual growth targets based on baseline data.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>76-100% of students met growth target determined by the teacher in conjunction with the principal</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-75% of students met growth target determined by the teacher in conjunction with the principal</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>53-64% of students met growth target determined by the teacher in conjunction with the principal</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-52% of students met growth target determined by the teacher in conjunction with the principal</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/524896-y92vNseFa4/Dryden-TeacherHEDI-LocalSLOChart2013-14.doc

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

The district will use direct ratios to calculate the weight of multiple measures based on numbers of students taking the assessment (for example, a 4th grade teacher has locally-selected measures for both ELA and Math - assuming the same number of students participate in both, the measures would be equally weighted; a High School teacher with two SLOs with the first SLO based on 70 students and the second on 30 would have the SLOs weighted so the first would comprise 70% of the score and the second would make up the other 30%)

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each component within each domain will be scored with four levels from 1 point to 4 points attainable for each component. Based upon multiple observations and all of the evidence collected, each final component score will be averaged to result in a domain score. The domain score will be weighted then combined to result in the final calculated rubric score. Domains 1, 2, and 3 will be combined and averaged then weighted by .8. Domain 4 will be weighted by .2. The resulting scores will be summed together resulting in one final overall rubric score. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI

point value. The conversion of the calculated rubric score to HEDI ratings is on the attached table with scores ranging from 0 to 60.

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/12179/524897-eka9yMJ855/DrydenHEDI-RubricConversionScale2013-14.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 NYS Teaching Standards.	Overall teacher performance and student achievement exceed the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric with an overall rating of 3.51-4.00.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall teacher performance and student achievement meet the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric with an overall rating of 2.51-3.50.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall teacher performance and student achievement need improvement in order to meet the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric with an overall rating of 1.50-2.50.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall teacher performance and student achievement do not meet the NYS Teaching Standards as demonstrated on the Danielson (Teachscape) rubric of 1.0-1.49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, February 21, 2014

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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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Saturday, March 01, 2014

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

[assets/survey-uploads/12193/524899-Df0w3Xx5v6/2013-14APPR-TIP form.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Appeals Process was incorporated into the law because of the possibility of an expedited hearing if two consecutive Ineffective ratings were attained. Therefore, only an Ineffective rating may be appealed. It is acknowledged that an appeal may be based on either

a procedural or a substantive issue. All grounds for appeal enumerated in Education Law section 3012-c are available. All appeals must be filed within 30 school days of receiving the Ineffective rating. Appeals will be filed with the Superintendent and the Association President who will meet within ten (10) school days of receipt of the appeal and select the Appeals Committee.

The Appeals Committee will be comprised of the Superintendent (or his/her representative), the Association President (or his/her representative) and a third party jointly selected by the superintendent (or his/her representative) and the Association President (or his/her representative). The Appeals Committee reserves the right to interview the administrator(s) or the staff member identified on the appeals form. The Committee should meet as soon as possible but no later than ten (10) school days after their selection. The Committee will render their decision which may include adjustments to the total composite scoring or any part thereof. The Committee decision is binding and will be delivered by registered mail to the staff member that initiated the appeal no later than ten (10) school days after the Committee meeting. If the rating of Ineffective is changed to Effective, the Superintendent may choose to eliminate a TIP or may recommend continuation or modification of the TIP.

A procedural appeal/TIP issuance appeal would be filed when a member believes his/her APPR process was flawed (for example, timelines not met, uncorrected class roster errors, or documentation omitted).

A substantive appeal/TIP implementation appeal would be filed when a member is contesting either a rubric score or a part of a SLO score. The member would need to provide an explanation and any supporting documents to the Appeal Committee.

At not time shall the appeal process take more than 45 school days to complete from receipt of the appeal.

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

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

Lead Evaluators and Evaluators will be trained by TST BOCES who is our regional trainer from SED. The nature of training will consist of the nine required elements of 30-2.9 (b). All administrators have been or will be trained by TST BOCES and then be certified by the Dryden Board of Education. The initial training comprises 30 hours of evidence-based observation, use of the Danielson rubric, and specific training for SWD and ELL students. Part of the training through BOCES includes inter-rater reliability as well as calibration training specific to the Danielson Teachscape rubric.

Following the initial Lead Evaluator and Evaluator training, TST BOCES will provide required updates and follow-up training in order to re-certify evaluators. There will be a minimum of three (3) trainings per year by TST BOCES which will focus on the observation process, inter-rater reliability and calibration to the rubric.

This training may be available to faculty association members in the future.

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)

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Updated Saturday, March 01, 2014

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3	State-approved 3rd party assessment	STAR Early Literacy Enterprise
K-3	State assessment	NYS Grade 3 ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Building principals, in collaboration with the superintendent, will develop individual student growth goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. After the summative assessment is administered and scored, the principal and the superintendent will determine the percentage of students who met the differentiated targets. The results of the 3rd Grade SLO will be combined with the results from the STAR SLO weighted in proportion to the number of students covered by each SLO. After this percentage is determined, the attached chart will be used to determine the appropriate points and HEDI category for each building principal.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	81-100% of students met growth target based on student data
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-80% of students met growth target based on student data

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 51-64% of students met growth target based on student data

Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). 0-50% of students met growth target based on student data

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

assets/survey-uploads/12156/524900-lha0DogRNw/Dryden-K-3PrincipalHEDI-StateSLOChart2013-14_1.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

(No 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://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
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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
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7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS 4th Grade Science Assessment
6-8	(d) measures used by district for teacher evaluation	NYS 8th Grade Science Assessment
9-12	(d) measures used by district for teacher evaluation	NYS HS Comprehensive English Regents Exam

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.	please see attached HEDI Chart below For 9-12, the Comprehensive English Regents in addition to the Common Core English Regents will be offered to students in the Common Core English courses. If the student takes both exams, the higher of the two scores will be used for APPR purposes.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	please see attached HEDI Chart below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	please see attached HEDI Chart below

grade/subject.

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

(No response)

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

assets/survey-uploads/12190/524901-qBFVOWF7fC/Dryden-PrincipalHEDI-LocalSLOChart2013-14.doc

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

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

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

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

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

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

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

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

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

(No response)

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

assets/survey-uploads/12190/524901-T8MIGWUVm1/Dryden-K-3PrincipalHEDI-LocalSLOChart2013-14_1.doc

8.3) Locally Developed Controls

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

(No 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.

While we do not foresee a principal having more than one measure, if he/she did, we would use a ratio model based on the number of students participating in each measure (as we did with the teachers locally selected measure component).

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

For the principal evaluation, all 60 points will be assigned using the Multi-Dimensional rubric. One of the announced observations will involve meetings between the Lead Evaluator and the principal to review the principal's work on his/her teachers' APPRs, to date. The principal will be responsible for two (2) formal teacher observations for tenured teachers and generally no more than three (3) formal teacher observations for probationary teachers, although the principal or his/her designee may perform more observations at their discretion or at the direction of the Superintendent of Schools. The Lead Evaluator's announced observation of the principal will be to review at least one of the two evaluations the principal or his/her designee is required to complete.

The principal's APPRs will be reviewed for application of the teachers' practice rubric, areas of improvement noted, constructive feedback given, required forms if any, and any follow-up with the teacher. This announced observation is to occur by the mid-year point of the school year.

Based upon multiple school visits and the evidence collected, the component scores will be determined on a scale from 1-4 points. These component scores within each of the six domains will be averaged to arrive at a final domain score. Each final domain score will be averaged to arrive at an overall rubric score. The overall rubric score (1-4) will correspond to a 0-60 HEDI score. The total points will be placed on the conversion scale to determine the HEDI band. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value.

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/12205/524902-pMADJ4gk6R/DrydenHEDI-RubricConversionScale.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 performance and student achievement exceeded ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR
Effective: Overall performance and results meet standards.	Overall performance and student achievement met ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and student achievement needed improvement in order to meet ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR
Ineffective: Overall performance and results do not meet standards.	Overall performance and student achievement did not meet ISLLC standards as demonstrated through evidence on the rubric and review of the principal's work on teachers' APPR

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/155226-Df0w3Xx5v6/Dryden Principal Improvement Plan.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

9.1 To the extent a principal wishes to challenge his/her performance review and/or improvement plan (PIP) under the new APPR system; the District has developed an appeals procedure. A principal who receives an effectiveness composite score rating of “ineffective” may appeal his/her performance review. Ratings of “highly effective”, “effective” or “developing” cannot be appealed.

9.2 This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary period for statutorily and constitutionally permissible reasons other than the performance of the principal. While the APPR shall be a “significant factor” in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made based on statutorily and constitutionally permissible reasons other than the principal's performance. In addition, appeal procedures shall not cause a principal to acquire tenure when an evaluation appeal is pending.

9.3 In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a “pattern” of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a principal through the APPR process.

9.4 In order to implement the requirements of N.Y. Education Law §3012-c, the District and the Association hereby agree as follows:

A. Where and to the extent applicable, the Annual Professional Performance Review of principals shall be a significant factor for employment decisions and principal development, and will be subject to any procedures, which may in the future be negotiated by the District and the Association.

B. A unit member holding the position of principal may appeal only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such review, and the District's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Principal Improvement Plan.

9.5 Only tenured principals may file an appeal at Level 1 and Level 2. Non-tenured principals will have the right to add a response to the annual evaluation, which will be kept in his/her personnel file with the annual evaluation and may initiate a Level 1 appeal only. Only “ineffective” ratings may be appealed. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

9.6 The principal bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District's conclusion.

9.7 Level 1. Such appeal must be submitted in writing to the Superintendent. The writing must explain in detail the specific basis for the appeal, and provide any documents in support of the appeal. The appeal must be submitted within ten (10) school days of the principal's receipt of the final Annual Professional Performance Review or Principal Improvement Plan, or other act under this section, which is the subject of the appeal, or it is deemed waived. Within fifteen (15) school days, the Superintendent shall provide the principal with a written response.

9.8 Level 2. A tenured principal may appeal the Superintendent's Level 1 written response by filing an appeal in writing within fifteen (15) school days of receipt of the Superintendent's Level 1 written response. The written appeal shall include all materials in support of the appeal at the time it is submitted. Upon receipt of the written appeal, the appeal shall be referred to the District Superintendent of Schools of the T-S-T BOCES who shall designate a hearing officer within ten (10) school days. The hearing officer shall be provided with a copy of the written appeal and any written response from the Superintendent. The hearing officer shall render a decision based on the written submissions, this APPR Plan and memorandum of agreement, and Education Law §3012-c and any implementing regulations. The hearing officer shall issue a written decision within thirty (30) days after receiving such written appeal. The hearing officer's decision shall be final, binding, and unreviewable.

At no time shall the appeal process take more than 90 school days to complete from the date of the receipt of the appeal.

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

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

6.1 The Superintendent will ensure that he/she and any evaluators of principals have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator/evaluator training will include

training on:

- (1) The ISLLC Leadership 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;
- (4) Application and use of the principal or principal rubric(s), including training on the effective application of such rubrics to observe a principal or principal's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom principals or building principals, including but not limited to, structured portfolio reviews; student, parent, principal and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district evaluate its principals or principals;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the principal's or principal's overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating principals and principals of English language learners and students with disabilities.
- (10) Initial training will consist of a minimum of six hours. Additional training and annual re-certification will consist of a minimum of six hours which will focus on the observation process and inter-rater reliability.

The Superintendent will ensure that lead evaluators/evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

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 Thursday, March 06, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1079975-3Uqgn5g9Iu/APPR District Cert signed 3-6-14.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Dryden Central School District
Teacher – State Student Learning Objective Chart

Teachers and their building administrator will collaboratively develop growth goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. The target will be individual student growth targets. Teachers in the same grade or subject will be using the same growth measure. After the summative assessment is administered and scored, the teacher and the building administrator will determine the percentage of students who met the differentiated targets. After this percentage is determined, the chart below will be used to determine the appropriate points and HEDI category for each teacher.

Highly Effective	76% - 100% of students meet SLO target	18-20 points
Effective	65% - 75% of students meet SLO target	9-17 points
Developing	53% - 64% of students meet SLO target	3-8 points
Ineffective	Less than 52% of students meet SLO target	0-2 points

% of Students Meeting SLO Target	Points For State Measure
91-100	20
85-90	19
76-84	18
75	17
74	16
73	15
72	14
71	13
70	12
69	11
67-68	10
65-66	9
63-64	8
61-62	7
59-60	6
57-58	5
55-56	4
53-54	3
51-52	2
48-50	1
Less than 48	0

Conversion Chart for State Provided Growth Scores**
Conversion of 25 points to 20 points

		20 pt. conversion
Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
Developing	11	10
	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
Ineffective	4	4
	3	3
	2	2
	1	1
	0	0

** to be used for “all other MS courses not named above” as described in 2.10**

Dryden Central School District
Teacher Local HEDI –Chart

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	18-20	95-100%	20
		85-94%	19
		76-84%	18
Effective	9-17	75%	17
		74%	16
		73%	15
		72%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
		65-66%	9
		Developing	3-8
61-62%	7		
59-60%	6		
57-58%	5		
55-56%	4		
Ineffective	0-2	53-54%	3
		51-52%	2
		49-50%	1
		0-48%	0

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	14-15	90-100%	15
		76-89%	14
Effective	8-13	75%	13
		73-74%	12
		71-72%	11
		69-70%	10
		67-68%	9
		65-66%	8
Developing	3-7	62-64%	7
		59-61%	6
		57-58%	5
		55-56%	4
		53-54%	3
Ineffective	0-2	51-52%	2
		48-50%	1
		0-47%	0

Dryden Central School District
Teacher – Local Student Learning Objective Chart

The local assessment goal of 75% will be considered an effective rating equivalent. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Achievement %	Points
Highly Effective	18-20	95-100%	20
		85-94%	19
		76-84%	18
Effective	9-17	75%	17
		74%	16
		73%	15
		72%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
		65-66%	9
		Developing	3-8
61-62%	7		
59-60%	6		
57-58%	5		
55-56%	4		
Ineffective	0-2	53-54%	3
		51-52%	2
		49-50%	1
		0-48%	0

Conversion scale to take the raw rubric score on four (4) to the HEDI value ranges based on the concept that if the majority of the elemental scores received is Ineffective the score should be Ineffective, similarly if the majority of the elemental scores received is Developing, Effective or Highly effective than the overall converted score should reflect the respective classification.

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted Score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.01-3.50	58
		2.51-3.00	57
Developing	50-56	2.40-2.50	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.50-1.64	50
Ineffective	0-49	1.49	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

Annual Professional Performance Review (3102-c)
Dryden Central School District

Teacher Improvement Plan

School Year: _____ Teaching Assignment: _____ Tenure Status: _____

Staff Member: _____
(print name) (signature indicating agreement to plan) (date)

Administrator: _____
(print name) (signature indicating agreement to plan) (date)

Area(s) of Concern (Domains, test scores, SLOs, etc.) with Supporting Evidence:

Plan for Improvement: (specific outcomes, strategies for growth, evaluation process, resources)

Timeline: (completed by mid-May)

Progress Review Meeting Dates:						
---------------------------------------	--	--	--	--	--	--

Note: If the member and administrator cannot agree on a plan, a meeting will be held with the superintendent who will determine the contents of the plan. The plan will be completed and this form returned to the member no more than ten school days after this meeting.

Administrative Evaluation of Plan Completion:

_____ **Satisfactory Completion**

_____ **Incomplete**

_____ **Unsatisfactory:** Growth Demonstrated, TIP to continue with revised goals and timeline

_____ **Unsatisfactory:** In need of intense remediation

Summary:

Faculty Comments:

Dryden Central Schools
APPR Teacher Improvement Plan
(non-3012-c faculty)

School Year: _____ Teaching Assignment: _____ Tenure Status: _____ Cycle Year: __ 1 __ 2 __ 3 __ 4

Faculty Member: _____
(print name) (signature indicating agreement to plan) (date)

Administrator: _____
(print name) (signature indicating agreement to plan) (date)

Domain(s) of Concern:

Administrative Concerns and Expectations for Improvement:

Action Plan:

Progress Review Meeting Dates:
(minimum quarterly)

--	--	--	--	--	--	--

Progress Meeting Notes

Staff Member: _____

Meeting Date: _____

Administrative Comments:

Faculty Member Comments:

Dryden Central School District
K-3 Principal – State Student Learning Objective Chart

Building principals, in collaboration with the superintendent, will develop individual student growth goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. After the summative assessment is administered and scored, the principal and the superintendent will determine the percentage of students who met the differentiated targets. The results of the 3rd Grade SLO will be combined with the results from the STAR SLO weighted in proportion to the number of students covered by each SLO. After this percentage is determined, the chart below will be used to determine the appropriate points and HEDI category for each building principal.

Highly Effective	81% - 100% of students meet SLO target	18-20 points
Effective	65% - 80% of students meet SLO target	9-17 points
Developing	51% - 64% of students meet SLO target	3-8 points
Ineffective	50% or below of students meet SLO target	0-2 points

The growth target goal of 80% will be considered an effective rating equivalent for principals. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Percentage meeting or exceeding growth target	Points
Highly Effective	18-20	91-100%	20
		85-90%	19
		81-84%	18
Effective	9-17	78-80%	17
		76-77%	16
		74-75%	15
		72-73%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
Developing	3-8	65-66%	9
		63-64%	8
		61-62%	7
		59-60%	6
		57-58%	5
		54-56%	4
Ineffective	0-2	51-53%	3
		48-50%	2
		45-47%	1
		0-44%	0

Principal – Local Student Learning Objective Chart

K-5 Elementary Local Assessment applies to all K-5 elementary principals

The elementary principal’s local assessment measure will be an achievement goal of 80% proficiency of all fourth grade students on the State assessment in science. Proficiency means a score of level 3 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science.	
Achievement %	Points
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 4th grade students will achieve proficiency in the 4th grade state assessment in science	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

Middle School Local Assessment – Middle School principal

The Middle School principal’s local assessment measure achievement goal will be 80% proficiency of all eighth grade students on the State assessment in science. Proficiency means a score of level 3 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 8th grade students will achieve proficiency in the 8th grade state assessment in science.	
Achievement %	Points
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

High School Local Assessment – applies to High School principal

The High School principal’s local assessment measure achievement goal will be 80% proficiency of all eleventh grade students on the State regents in English. Proficiency means a score of 65 or above. Based upon the percentage of students reaching proficiency, a principal will receive a HEDI score as follows:

Table illustrates the scoring for the non-value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
83%-100%	20.0
82%	19.0
81%	18.0
80%	17.0
78-79%	16.0
76-77%	15.0
74-75%	14.0
72-73%	13.0
70-71%	12.0
68-69%	11.0
66-67%	10.0
65%	9.0
63-64%	8.0
61-62%	7.0
59-60%	6.0
57-58%	5.0
55-56%	4.0
53-54%	3.0
51-52%	2.0
49-50%	1.0
0%-48%	0

The following table illustrates the scoring for the value-added model.

Achievement Goal - 80% of 11th grade students will achieve proficiency in the 11th grade state regents in English.	
Achievement %	Points
91%-100%	15.0
81-90%	14.0
78-80%	13.0
76-77%	12.0
74-75%	11.0
72-73%	10.0
70-71%	9.0
68-69%	8.0
66-67%	7.0
64-65%	6.0
63%	5.0
61-62%	4.0
59-60%	3.0
57-58%	2.0
55-56%	1.0
0%-54%	0

Dryden Central School District
K-3 Principal – State Student Learning Objective Chart

Building principals, in collaboration with the superintendent, will develop achievement goals based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set. After the summative assessment is administered and scored, the principal and the superintendent will determine the percentage of students who met the differentiated targets. After this percentage is determined, the chart below will be used to determine the appropriate points and HEDI category for each building principal. A percentage of students in the building meeting the target will be determined by dividing the number of students meeting the target by the number of students tested. The following will be used to determine points achieved by a Principal:

Highly Effective	81% - 100% of students meet SLO target	18-20 points
Effective	65% - 80% of students meet SLO target	9-17 points
Developing	51% - 64% of students meet SLO target	3-8 points
Ineffective	50% or below of students meet SLO target	0-2 points

The achievement target goal of 80% meeting or exceeding the achievement target will be considered an effective rating equivalent for principals. The score is converted to points in the following table for non-value added model:

HEDI Level	HEDI Point Score Range	Percentage meeting or exceeding achievement target	Points
Highly Effective	18-20	91-100%	20
		85-90%	19
		81-84%	18
Effective	9-17	78-80%	17
		76-77%	16
		74-75%	15
		72-73%	14
		71%	13
		70%	12
		69%	11
		67-68%	10
Developing	3-8	65-66%	9
		63-64%	8
		61-62%	7
		59-60%	6
		57-58%	5
		54-56%	4
Ineffective	0-2	51-53%	3
		48-50%	2
		45-47%	1
		0-44%	0

Conversion scale to take the raw rubric score on four (4) to the HEDI value ranges based on the concept that if the majority of the elemental scores received is Ineffective the score should be Ineffective, similarly if the majority of the elemental scores received is Developing, Effective or Highly effective than the overall converted score should reflect the respective classification.

HEDI Level	HEDI Point Score Range	Calculated Rubric Score	Converted Score for Other Measures of Effectiveness
Highly Effective	59-60	3.76-4.00	60
		3.51-3.75	59
Effective	57-58	3.11-3.50	58
		2.60-3.10	57
Developing	50-56	2.40-2.59	56
		2.25-2.39	55
		2.10-2.24	54
		1.95-2.09	53
		1.80-1.94	52
		1.65-1.79	51
		1.50-1.64	50
Ineffective	0-49	1.49	49
		1.48	48
		1.47	47
		1.46	46
		1.45	45
		1.44	44
		1.43	43
		1.42	42
		1.41	41
		1.40	40
		1.39	39
		1.38	38
		1.37	37
		1.36	36
		1.35	35
		1.34	34
		1.33	33
		1.32	32
		1.31	31
		1.30	30
		1.29	29
		1.28	28
		1.27	27
		1.26	26
		1.25	25
		1.24	24
		1.23	23
		1.22	22
		1.21	21
		1.20	20
		1.19	19
		1.18	18
		1.17	17
		1.16	16
		1.15	15
		1.14	14
		1.13	13
		1.12	12
		1.11	11
		1.10	10
		1.09	9
		1.08	8
		1.07	7
		1.06	6
		1.05	5
		1.04	4
		1.03	3
		1.02	2
		1.01	1
		1.00	0

Dryden Principal Improvement Plan

NAME _____ SCHOOL _____

SCHOOL YEAR _____

Rubric Domain: _____ Rubric Element _____

State Assessment _____ Local Assessment _____

Area(s) in Need of Improvement	Desired Outcomes	Activities to Support the Achievement of the Desired Outcomes	Timeline for Completion	Resources to be provided by the District	Evidence to Support Achievement of Goal	Was Desired Outcome Achieved (Y/N date)

Duplicate as necessary

Definition of the terms used on the Principal's Improvement Plan:

Area(s) in Need of Improvement-The Lead Evaluator will only list those areas in need of improvement that were directly responsible for the principal receiving an Ineffective or Developing Rating.

Desired Outcomes-The Lead Evaluator will provide specific success driven outcome/goal statements

Activities to Support the Achievement of the Desired Outcomes-The Lead Evaluator will list the activities that the principal should engage in to meet the desired outcomes.

Timeline for Completion-The Lead Evaluator will meet with the Principal monthly to assess the progress of the Principal. If at any time the Lead Evaluator determines that a goal has been met, it will be noted on the attached chart.

Resources to be provided by the District-The Lead Evaluator will list the resources that will be provided to assist the Principal in achieving the desired outcomes.

Evidence to Support Achievement of Goal-The Lead Evaluator and the Principal will mutually decide what items will be presented in support of goal attainment.

Was Desired Outcome Achieved (Y/N date)—The Lead Evaluator will indicate on the chart when specific outcome has been met.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Sandra R. Sherwood 3/6/2014

Teachers Union President Signature: Date:

Cynthia Waterman 3/6/2014

Administrative Union President Signature: Date:

Dale J. Sweet 3/6/2014

Board of Education President Signature: Date:

Kevin L. Mott 3/6/2014