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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Albany, New York 12234

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January 2, 2013

Christine Crowley, Superintendent
Duanesburg Central School District
133 School Drive
Delanson, NY 12053

Dear Superintendent Crowley:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012
Updated Tuesday, December 18, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 530101040000

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

530101040000

1.2) School District Name: DUANESBURG CSD

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

DUANESBURG CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

- Strengthening Teacher and Leader Effectiveness RFP (NYSED)

- Virtual AP Incentive Program (NYSED)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, May 15, 2012
Updated Wednesday, December 19, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	DCS Developed ELA Kindergarten Assessments
1	District, regional, or BOCES-developed assessment	DCS Developed 1st Grade ELA Assessments
2	District, regional, or BOCES-developed assessment	DCS Developed 2nd Grade ELA Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For any course in which a SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment does not exist for any course that the teacher teaches, the Duanesburg C.S.D. developed assessment will be identified for the others. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to access incoming students. Using the baseline for each student, growth targets for student success will be specifically identified in the SLO by the teacher and evaluator. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above District grade/course level goals (18-20 Points) 20 = 97% - 100% 19 = 93% - 96% 18 = 85% - 92%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below District course/grade level goals (0 - 2 Points) 2 = 45% - 59% 1 = 21% - 44% 0 = 0% - 20%

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	DCS Developed Math Kindergarten Assessments
1	District, regional, or BOCES-developed assessment	DCS Developed Grade 1 Math Assessments
2	District, regional, or BOCES-developed assessment	DCS Developed Grade 2 Math Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For any course in which a SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment does not exist for any course that the teacher teaches, the Duanesburg C.S.D. developed assessment will be identified for the others. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to access incoming students. Using the baseline for each student, growth targets for student success will be specifically identified in the SLO by the teacher and evaluator. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
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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	DCS developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	DCS 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For any course in which a SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment does not exist for any course that the teacher teaches, the Duanesburg C.S.D. developed assessment will be identified for the others. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to access incoming students. Using the baseline for each student, growth targets for student success will be specifically identified in the SLO by the teacher and evaluator. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
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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	DCS developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	DCS developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	DCS 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 student performance.

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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	DCS Developed Global 1 assessment

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

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

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2.7) High School Science Regents Courses

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

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

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

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

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2.8) High School Math Regents Courses

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

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

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

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

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2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	DCS developed Grade 9 ELA Assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	DCS developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

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Effective (9 - 17 points) Results meet District goals for similar students.	Results are above District grade/course level goals (9 - 17 Points) 17 = 83% -84% 16 = 81% - 82% 15 = 79% - 80% 14 = 77% - 78% 13 = 75% - 76% 12 = 73% - 74% 11 = 72% 10 = 71% 9 = 70%
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District grade/course level (3 - 8 Points) 8 = 68% - 69% 7 = 66% - 67% 6 = 63% - 65% 5 = 62% 4 = 61% 3 = 60%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0 - 2 Points) 2 = 45% - 59% 1 = 21% - 44% 0 = 0% - 20%

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
Health Grades 7-12	District, Regional or BOCES-developed	DCS District Developed 7-12 Health Assessments
Technology Grades 6-12	District, Regional or BOCES-developed	DCS Developed 6-12 Technology Assessment
Art Grades K-5; Art Grades 6-12	District, Regional or BOCES-developed	BOCES Developed K-5 Art Assessments;BOCES Developed Grades 6-12 Art Assessments
Music Grades K-5; Music Grades 6-12	District, Regional or BOCES-developed	BOCES Developed Grades K-5 Music Assessments;BOCES Developed Grades 6-12 Music Assessments
Business	District, Regional or BOCES-developed	DCS District Developed Course Specific Assessments
Foreign Language/Spanish Grades 6-12	District, Regional or BOCES-developed	DCS District Developed Grades 6-12 Spanish Language Assessment
Special Education	District, Regional or BOCES-developed	DCS District Developed Grade Specific ELA and Math Assessment
RtI	District, Regional or BOCES-developed	DCS District Developed Grade Specific ELA and Math Assessment
Family and Consumer Science	District, Regional or BOCES-developed	DCS District Developed Family and Consumer Science Assessment
Foreign Language/French Grades 7-12	District, Regional or BOCES-developed	DCS District Developed Grades 7-12 French Language Assessment
4th Grade Science	District, Regional or BOCES-developed	DCS District Developed 4th Grade Science Assessment
5th Grade Science	District, Regional or BOCES-developed	DCS District Developed 5th Grade Science Assessment
4th Grade Social	District, Regional or BOCES-developed	DCS District Developed 4th Grade Social Assessment
5th Grade Social	District, Regional or BOCES-developed	DCS District Developed 5th Grade Social Assessment
PE Grades K-5; PE Grades 6-12	District, Regional or BOCES-developed	BOCES Developed K-5 PE Assessment;BOCES Developed 6-12 PE Assessment
Economics and Government	District, Regional or BOCES-developed	DCS Developed Economics and Government Assessment
Library Grades 6-12	District, Regional or BOCES-developed	BOCES Developed Grades 6-12 Library Assesment
Business	District, Regional or BOCES-developed	DCS Developed Business Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For any course in which a SLO is to be developed, the teacher and the evaluator will identify a final assessment that will be used to measure students. If a state assessment does not exist for any course that the teacher teaches, the Duanesburg C.S.D. developed assessment will be identified for the others. In addition, the teacher and evaluator will identify a pre-test or baseline assessment/measure that will be used at the beginning of the course to access incoming students. Using the baseline for each student, growth targets for student success will be specifically identified in the SLO by the teacher and evaluator. The number of points assigned to the teacher will be based upon the number of students meeting or exceeding their specified target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above District grade/course level goals (18-20 Points) 20 = 97% - 100% 19 = 93% - 96% 18 = 85% - 92%
Effective (9 - 17 points) Results meet District goals for similar students.	Results are above District grade/course level goals (9 - 17 Points) 17 = 83% -84% 16 = 81% - 82% 15 = 79% - 80% 14 = 77% - 78% 13 = 75% - 76% 12 = 73% - 74% 11 = 72% 10 = 71% 9 = 70%
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District grade/course level (3 - 8 Points) 8 = 68% - 69% 7 = 66% - 67% 6 = 63% - 65% 5 = 62% 4 = 61% 3 = 60%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below District course/grade level goals (0 - 2 Points) 2 = 45% - 59% 1 = 21% - 44% 0 = 0% - 20%

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.

(No response)

2.12) Locally Developed Controls

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

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

Not Applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

8	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA

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.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades K-10. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA and Math
5	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA and Math
6	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA and Math
7	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA and Math
8	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA and Math

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.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in grades K-10. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of

	productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment at 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131651-rhJdBgDruP/15 points.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA
1	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA
2	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA

3	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA

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.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in ELA in grades K-3. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3

	19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5 9 is greater than or equal to -.9 and less than -.7
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measure of Academic Progress Primary Grades
1	4) State-approved 3rd party assessments	Measure of Academic Progress Primary Grades
2	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA and Math

3	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA and Math

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.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth in Math in grades K-3. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average The difference in standard deviation for the NWEA ELA and NWEA Math will be averaged together and converted to a 20 point score for grade 2 and grade 3 teachers.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to

	determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3 19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5 9 is greater than or equal to -.9 and less than -.7
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA
7	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA

8	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA

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.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate school wide effectiveness ratings for the locally selected measures of student growth in ELA in grades 6-8. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3 19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5 9 is greater than or equal to -.9 and less than -.7
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA
7	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA
8	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA

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.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate school wide effectiveness ratings for the locally selected measures of student growth in ELA in grades 6-8. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3 19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine

	specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5 9 is greater than or equal to -.9 and less than -.7
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA
Global 2	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA
American History	3) Teacher specific achievement or growth score computed locally	US History and Government Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate school wide effectiveness ratings for the locally selected measures of student growth in ELA in grades 9-10. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average For US History, an Achievement Target will be developed together with the principal and teacher, using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate achievement target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3 19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1 For American History - see attached 20% chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5 9 is greater than or equal to -.9 and less than -.7 For American History - see attached 20% chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9 For American History - see attached 20% chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5 For American History - see attached 20% chart

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA
Earth Science	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate school wide effectiveness ratings for the locally selected measures of student growth in ELA in grades 9-10. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS’s analyses will be conducted by the Value-Added Research Center on NWEA’s MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13)

	Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average For Chemistry and Physics, an Achievement Target will be developed together with the principal and teacher,using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement Target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3 19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1 For Chemistry and Physics 80%+ students mastery performance target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9 For Chemistry and Physics 30-54%+ students mastery performance target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5

	9 is greater than or equal to -.9 and less than -.7 For Chemistry and Physics 55-79%+ students mastery performance target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5 For Chemistry and Physics 0-29%+ students mastery performance target

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA and Math Averaged
Geometry	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA and Math Averaged
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate school wide effectiveness ratings for the locally selected measures of student growth in ELA in grades 9-10. The term “value-added” refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students’ socio-economic status and projecting how students will

	perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average The difference in standard deviation for the NWEA ELA and NWEA Math will be averaged together and converted to a 20 point score for grade 9 and grade 10 teachers. For Algebra 2, an Achievement Target will be developed together with the principal and teacher,using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement Target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3 19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1 For Algebra 2 - 80%+ students mastery performance target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows:

	17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5 9 is greater than or equal to -.9 and less than -.7 For Algebra 2 55-79%+ students mastery performance target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9 For Algebra 2 30-54%+ students mastery performance target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5 For Algebra 2 0-29%+ students mastery performance target

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA
Grade 10 ELA	4) State-approved 3rd party assessments	Measure of Academic Progress - ELA
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Grade 11 ELA Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	DCS will be using value-added measures based on the NWEA MAP assessment to calculate school wide effectiveness ratings for the locally selected measures of student growth in ELA in grades 9-10. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. DCS's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average For Grade 11 ELA, an Achievement Target will be developed together with the principal and teacher,using prior performance and demographic data related to students who have taken the Regents examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement Target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Highly Effective, those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 20 is greater than or equal to 1.3 19 is greater than or equal to 1.1 and less than 1.3 18 is greater than or equal to .9 and less than 1.1 For Algebra 2 - 80%+ students mastery performance target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Effective, those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 17 is greater than or equal to .7 and less than .9 16 is greater than or equal to .5 and less than .7 15 is greater than or equal to .3 and less than .5 14 is greater than or equal to .1 and less than .3 13 is greater than or equal to -.1 and less than .1 12 is greater than or equal to -.3 and less than -.1 11 is greater than or equal to -.5 and less than -.3 10 is greater than or equal to -.7 and less than -.5 9 is greater than or equal to -.9 and less than -.7 For Grade 11 ELA 55-79%+ students mastery performance target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Developing, those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 8 is greater than or equal to -1.1 and less than -.9 7 is greater than or equal to -1.3 and less than -1.1 6 is greater than or equal to -1.5 and less than -1.3 5 is greater than or equal to -1.7 and less than -1.5 4 is greater than or equal to -1.9 and less than -1.7 3 is greater than or equal to -2.1 and less than -1.9 For Grade 11 ELA 30-54%+ students mastery performance target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Within the category of Ineffective, those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is as follows: 2 is greater than or equal to -2.3 and less than -2.1 1 is greater than or equal to -2.5 and less than -2.3 0 is less than -2.5 For Grade 11 ELA 0-29%+ students mastery performance target

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Health Grades 7-12	7) Student Learning Objectives	DCS Developed Grade 7-12 Health Assessment
Technology Grades 6-12	7) Student Learning Objectives	DCS Developed Grade 6-12 Technology Assessment
Art Grades K-5; Art Grades 6-12	5) District/regional/BOCES–developed	Capital Region BOCES Developed Grade K-5 and Grade 6-12 Art Assessment
Music Grades K-5; Music Grades 6-12	5) District/regional/BOCES–developed	Capital Region BOCES Developed Grade K-5 and Grades 6-12 Music Assessment
Business Grades 9-12	5) District/regional/BOCES–developed	DCS Developed Grades 9-12 Business Assessment
Foreign Language/Spanish Grades 6-12	5) District/regional/BOCES–developed	DCS Developed Grades 6-12 Spanish assessment
Foreign Language French Grades 6-12	5) District/regional/BOCES–developed	DCS Developed Grades 6-12 French assessment
Special Education Grades K-12	4) State-approved 3rd party	Measure of Academic Progress - ELA Grades 2-12 and Primary Grades K-1
RtI Math and Literacy Grades K-12	4) State-approved 3rd party	Measure of Academic Progress - ELA Grades 2-12 and Primary Grades K-1
Family and Consumer Science Grades 7-12	5) District/regional/BOCES–developed	Capital Region BOCES Developed Grades 7-12 Family and Consumer Science Assessment
4th Grade Science	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA Grades K-12
5th Grade Science	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA Grades K-12
4th Grade Social Studies	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA Grades K-12
5th Grade Social Studies	6(ii) School wide measure computed locally	Measure of Academic Progress - ELA Grades K-12
PE Grades K-5; PE Grades 6-12	5) District/regional/BOCES–developed	Capital Region BOCES Developed Grades K-5 and Grades 6-12 PE Assessment
Economics Grade 12	5) District/regional/BOCES–developed	DCS Developed Grade 12 Economics Assessment
Library Grades 6-12	5) District/regional/BOCES–developed	Measure of Academic Progress - ELA Grades K-12
Government Grade 12	5) District/regional/BOCES–developed	DCS Developed Government Grade 12 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For courses using Capital Region BOCES or district developed assessments - Students will be given a pre-test which will allow the Achievement Target goal to be assigned based on a target growth rate of 1/2 to 100. For example, a student who achieves a 30 on the pre-test will have to improve by 1/2 the points to 100 (35/70 in this example) or 65 total points (30 + 35) on the end of class assessment to have met the goal. For the teacher Achievement Target, the percentage of the teacher's students meeting their 1⁄2 to 100 goal on the post-test will be transposed to the HEDI classifications. The pre-test will be the baseline for setting the 1/2 to 100 goal. For primary grades and ELA teachers, an Achievement Target will be developed using prior performance and demographic data related to students who have taken the Measure of Academic Progress - ELA Grades K-12 examination in prior years alongside the data associated with the incoming cohort to determine an appropriate Achievement mastery target for the upcoming Regents exam. Student mastery performance on the Regents exam as related to the target will be the basis for placing the teacher score in a HEDI rating category. For Special Education and RtI, Duanesburg CSD will be using value-added measures based on the NWEA MAP assessment to calculate teacher-level effectiveness ratings for the locally selected measures of student growth. The term "value-added" refers to the contributions educators and schools make to student outcomes, such as performance on standardized assessments. Value-added models provide a way to measure this contribution separately from factors that influence student outcomes, but over which a teacher or school has no control. They do this by statistically controlling for factors such as students' socio-economic status and projecting how students will perform on assessments based on actual outcomes from similar students in the state. This allows the model to produce estimates of productivity – value-added indicators – under the counterfactual assumption that all schools serve the same group of students. This facilitates apples-to-apples teacher comparisons, rather than apples-to-oranges comparisons. The objective is to facilitate valid and fair comparisons of productivity with respect to student outcomes, given that teachers often serve very different student populations. Duanesburg CSD's analyses will be conducted by the Value-Added Research Center on NWEA's MAP assessment. Major modeling decisions were decided by a Technical Advisory Panel made up of volunteer districts from across the state. To assign teachers to HEDI categories, we will assume a normal distribution of teacher

	effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Refer to uploaded 20% chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded 20% chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded 20% chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to uploaded 20% chart

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131651-y92vNseFa4/20% Chart_1.docx

3.14) Locally Developed Controls

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

not applicable

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.

Since school wide group goals were established and agreed upon by collective bargaining, where applicable, we will average the multiple measures equally together. Each teacher will be assigned one rating.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 21, 2012
Updated Tuesday, January 01, 2013

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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

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 (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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be rated on Domains 1-4 and these scores will be totaled. The points received will be divided by the possible total points to arrive at a decimal number rounded off. This number will be multiplied by 60 (total possible points) to arrive at the number of points they will receive out of 60 for this section of scoring. That number will then be put into the HEDI to receive their composite score for the classroom observation.

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.

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.	Using the Danielson 2011 Framework to determine the HEDI rating on a four point scale and then translate this to a 60 point scale using the conversion chart shown above.
Effective: Overall performance and results meet NYS Teaching Standards.	Using the Danielson 2011 Framework to determine the HEDI rating on a four point scale and then translate this to a 60 point scale using the conversion chart shown above.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Using the Danielson 2011 Framework to determine the HEDI rating on a four point scale and then translate this to a 60 point scale using the conversion chart shown above.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Using the Danielson 2011 Framework to determine the HEDI rating on a four point scale and then translate this to a 60 point scale using the conversion chart shown above.

Provide the ranges for the 60-point scoring bands.

Highly Effective	56-60
Effective	43-55
Developing	36-42
Ineffective	0-35

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	3
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	2
4.7) Observations of Tenured Teachers | Informal/Short	0
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Tuesday, December 18, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	56-60
Effective	43-55
Developing	36-42
Ineffective	0-35

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 15, 2012
Updated Tuesday, December 18, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/130043-Df0w3Xx5v6/Teacher TIP Duanesburg.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Basis
The burden of proof to establish a rational basis for the appeal rests with the teacher and he/she may only appeal an overall evaluation for one (1) of the following reasons:
• The substance of the APPR
• Adherence to standards and methodologies required for such review

• Adherence to the Commissioner's regulations
• The issuance and/or implementation of the terms of an improvement plan in connection with an "Ineffective" determination

• Procedure for Teachers: Probationary teachers may submit a written rebuttal that will be attached to the APPR in the members personnel file. Probationary teachers may not appeal the APPR. Tenured teachers may submit written rebuttals within ten (10) school days of determination of "Developing" if desired, but may not appeal the rating.

APPR Appeals Process
1. Right to Appeal
• Only tenured teachers who receive an APPR rating of "Ineffective" may appeal through the APPR Appeals Form. A teacher may file only one appeal from a single APPR.
• Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR.

2. Teacher Request for Supporting Documents
Within five (5) school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide the teacher a copy of any and all documents and written material upon which the APPR was based. The administrator would give those documents to the teacher within 5 school days.

3. Filing of Appeal by Tenured Teacher
• A tenured teacher may file a written appeal of the APPR within ten (10) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the Superintendent of Schools.
• An appeal of an APPR must be based upon one or more of the aforementioned reasons.
• The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified.

4. Review by APPR Appeals Committee
• Appeals shall be referred for consideration by the APPR Appeals Committee, a committee made up of:
-one (1) administrator (not to include the evaluator) from within the District
-one (1) tenured teachers (not to include the evaluated teacher) from within the District appointed by the President of the DTA
-one (1) trained person mutually agreed upon by the DTA and Superintendent.

The President of the DTA will also select two (2) alternates from within the District so they may receive training. All members of the committee, including the alternates, shall be required to complete the training required of lead evaluators under the APPR regulations.
• The APPR Appeals Committee shall convene to consider an appeal within ten (10) school days of the filing of the appeal.

5. Determination of Appeal
• The APPR Appeals Committee may either change the rating or uphold the rating.
• A written determination will be rendered within fifteen (15) school days from the date the district receives the appeal in the district office.
• The determination of the appeal process pursuant to the above process is final and binding, and is not subject to any further appeal. Failure of either the District or the DTA to abide by the above agreed upon process is subject to the grievance procedure.

6. Training for DTA members
It is the responsibility of the District to provide the necessary training required for all aspects of the APPR. Any financial cost will be paid by the District. The training is on-going.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the

recommended New York State Education Department (NYSED) model certification process.

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

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

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

This training will include the following Requirements for Lead Evaluators/Evaluators:
• New York State Teaching Standards and ISLLC Standards
• Evidence-based observation
• Application and use of Student Growth Percentile and Value Added Growth Model data
• Application and use of the State-approved teacher or principal rubrics
• Application and use of any assessment tools used to evaluate teachers and principals
• Application and use of State-approved locally selected measures of student achievement
• Use of Statewide instructional Reporting System
• Scoring methodology used to evaluate teachers and principals
• Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Re-Certification and Updated Training
The District will work to ensure that the lead evaluator(s) maintain inter-rater reliability over time and that they are re-certified as required by law and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, May 21, 2012
Updated Tuesday, December 18, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

(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
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Monday, May 21, 2012
Updated Thursday, December 20, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress - ELA
	6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress - ELA
	9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress - ELA

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.	To assign points to principals, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign categories: Highly Effective: Greater than or equal to .9 standard deviations above average (13) Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average Ineffective: Less than -2.1 standard deviations below average The difference in standard deviation for each grade level will be averaged together and converted to a 15 point score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached Chart (section 8.1)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached Chart (section 8.1)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached Chart (section 8.1)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached Chart (section 8.1)

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

(No response)

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

assets/survey-uploads/5366/131772-qBFVOWF7fC/15 points.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

not applicable

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.

not applicable

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, May 29, 2012
Updated Tuesday, January 01, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

see attachment

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

assets/survey-uploads/5143/135289-pMADJ4gk6R/Principals language for APPR_2.docx

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

Highly Effective: Overall performance and results exceed standards.	see attached HEDI
Effective: Overall performance and results meet standards.	see attached HEDI
Developing: Overall performance and results need improvement in order to meet standards.	see attached HEDI
Ineffective: Overall performance and results do not meet standards.	see attached HEDI

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	51-60 points
Effective	24-50 points
Developing	18-23 points
Ineffective	0-17 points

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, June 27, 2012
Updated Friday, December 21, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	51-60
Effective	24-50
Developing	18-23
Ineffective	0 - 17

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, May 29, 2012
Updated Tuesday, December 18, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/135290-Df0w3Xx5v6/Principal Improvement Plan #4.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal may only appeal a rating of "ineffective".

Notification of the Appeal
In order to be timely, the notification of the APPR appeal shall be filed in writing within 10 school days after the tenured principal has received the APPR. Written notification shall be filed with the superintendent or his/her designee.

Superintendent's Written Response to Appeal
Within 15 school days of receipt of an appeal, the Superintendent must submit a detailed written response that includes all documents or materials that are specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

Decision of the Appeal
Appeals shall be decided in a final and binding manner by a neighboring superintendent chosen by the district. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The neighboring superintendent doing the appeal shall have the authority to rescind, modify, or affirm the rating. The decision shall be delivered in writing by the assigned superintendent within fifteen days after the receipt of the superintendent's written response to the appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The principal evaluator is the superintendent who has already attended 5 days of training and will attend principal evaluation training this summer through the Capital region BOCES network team. Trainings will include topics such as testing guidelines, SLO development, security of testing materials, data interpretation, observations and other mandated topics as required by NYSED. Recertification will be on an annual basis. Inter-rater reliability will be addressed at trainings throughout the year. The superintendent meets with three different area superintendent groups to discuss and evaluate this process on an on-going basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, May 29, 2012
Updated Wednesday, January 02, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/135291-3Uqgn5g9Iu/certification Duanesburg Jan 2013.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Local 15 Points

Highly Effective

15 - greater than or equal to 1.2
14 – greater than or equal to .9 and less than 1.2

Effective

13 - greater than or equal to 0.6 and less than 0.9
12 - greater than or equal to 0.3 and less than 0.6
11 - greater than or equal to 0.0 and less than 0.3
10 - greater than or equal to -0.3 and less than 0.0
9 - greater than or equal to -0.6 and less than -0.3
8 - greater than or equal to -0.9 and less than -0.6

Developing

7 - greater than or equal to -1.2 and less than -0.9
6 - greater than or equal to -1.5 and less than -1.2
5 - greater than or equal to -1.8 and less than -1.5
4 - greater than or equal to -2.1 and less than -1.8
3 - greater than or equal to -2.4 and less than -2.1

Ineffective

2 - greater than or equal to -2.7 and less than -2.4
1 - greater than or equal to -3.0 and less than -2.7
0 - less than -3.0

SLO/Locally Selected Measure (Percentage Points)
For All Courses not Using NWEA MAP Assessments

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-93	92-85	84-83	82-81	80-79	78-77	76-75	74-73	72	71	70	69-68	67-66	65-63	62	61	60	59-45	44-21	20-0

Every tenured teacher will be observed a minimum of two (2) times during the year and non-tenured teachers will be observed three times during the year. Each of the sub components in each domain is worth 4 points. Domain 1 and 4 have six (6) components each and Domain 2 and 3 have five (5) components each.

Domain 1 = 24 points
Domain 2 = 20 points
Domain 3 = 20 points
Domain 4 = 24 points

Scoring Categories:

Ineffective:	0-1 point
Developing:	2 points
Effective:	3 points
Highly Effective:	4 points

Domain 2 and Domain 3 will be rated by evaluation and Domains 1 and 4 will be rated through artifacts. As an example, a tenured teacher will be calculated as follows:

First Observation - 34 points out of a possible 40 points

Domain 2a:	Effective	3 points
Domain 2b:	Effective	3 points
Domain 2c:	Effective	3 points
Domain 2d:	Effective	3 points
Domain 2e:	Effective	3 points
		15 points

Domain 3a:	Highly Effective	4 points
Domain 3b:	Highly Effective	4 points
Domain 3c:	Highly Effective	4 points
Domain 3d:	Effective	3 points
Domain 3e:	Highly Effective	4 points
		19 points

Second Observation – 32 points out of a possible 40 points

Domain 2a:	Highly Effective	4 points
Domain 2b:	Highly Effective	4 points
Domain 2c:	Effective	3 points
Domain 2d:	Effective	3 points
Domain 2e:	Effective	3 points
		17 points

Domain 3a:	Highly Effective	4 points
Domain 3b:	Highly Effective	2 points
Domain 3c:	Effective	3 points
Domain 3d:	Effective	3 points
Domain 3e:	Effective	3 points

		15 points

The sum is 66 points out of 80 possible points on the two observations.

Artifacts -

Domain 1a:	Effective	3 points
Domain 1b:	Highly Effective	4 points
Domain 1c:	Effective	3 points
Domain 1d:	Ineffective	1 point
Domain 1e:	Developing	2 points
Domain 1f:	Highly Effective	4 points
		17 points

Domain 4a:	Effective	3 points
Domain 4b:	Effective	1 points
Domain 4c:	Effective	2 points
Domain 4d:	Effective	3 points
Domain 4e:	Developing	2 points
Domain 4f:	Effective	3 points
		14 points

The sum is 31 points out of 48 possible points on the artifacts.

Teacher A's final score is calculated as follows:
66 points out of 80 points on the Observations
31 points out of 48 points on the Artifacts
97 points out of 128 points

97/128 = .76 (rounded off)
.76 x **60** points possible= 46 points (rounded off)
Final Score = 46 out of 60 possible points

A non-tenured teacher's score would be calculated the same as above except they would have an additional observation that would give them 40 additional possible points, so their final possible total would be based on 168 points.

Duanesburg Central School District

Teacher Improvement Plan (TIP) Form

The NYS Commissioner's Regulation (30-2.10) requires that any teacher with an Annual Professional Performance Review rated as Developing or Ineffective should receive a Teacher Improvement Plan. A TIP is not a disciplinary action. At the end of _____ months, the teacher, administrator, mentor (if one has been assigned), and a DTA representative (if requested by teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____ Certification Area: _____

Observer/Title: _____ Observation Date: _____

DTA Representative: _____ Date _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective:

☐ Planning and Preparation ☐ Learning Environment ☐ Instructional Practice ☐ Professional Responsibilities ☐ Other

Definition of problem *(areas of needed improvement, based on domain and subcomponent)*

List of specific expectations related to targeted goals

Intervention strategies *(tasks/activities to support improvement)*

Resources *(additional support and assistance for teacher to execute improvement responsibility)*

Sample indicators of success *(evidence of improvement)*

Timeframe *(for achieving improvement)*

Teacher: _____ Date: _____

DTA rep (if requested): _____ Date: _____

Principal: _____ Date: _____

Local 15 Points

Highly Effective

15 - greater than or equal to 1.2
14 – greater than or equal to .9 and less than 1.2

Effective

13 - greater than or equal to 0.6 and less than 0.9
12 - greater than or equal to 0.3 and less than 0.6
11 - greater than or equal to 0.0 and less than 0.3
10 - greater than or equal to -0.3 and less than 0.0
9 - greater than or equal to -0.6 and less than -0.3
8 - greater than or equal to -0.9 and less than -0.6

Developing

7 - greater than or equal to -1.2 and less than -0.9
6 - greater than or equal to -1.5 and less than -1.2
5 - greater than or equal to -1.8 and less than -1.5
4 - greater than or equal to -2.1 and less than -1.8
3 - greater than or equal to -2.4 and less than -2.1

Ineffective

2 - greater than or equal to -2.7 and less than -2.4
1 - greater than or equal to -3.0 and less than -2.7
0 - less than -3.0

Principals

Each principal will be observed by the superintendent a minimum of two (2) times during the year, one observation will be unannounced. The Multidimensional Principal Performance Rubric, which mirrors the **Educational Leadership Policy Standards: ISLLC 2008,** will form the basis for these observations.

Goal-setting will be included within the 6 Domains based on one of the following:

1. Improved retention of high performing teachers;
2. Correlation of student growth scores to teachers granted vs. denied tenure;
3. Improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.

Sources of evidence:

1. School visits by trained evaluator
2. Review of school documents, records, and/or State accountability processes (all documents are one source)

Each of the items in the 6 Domains will be given a 4-point value using the following scale: H=4, E=3, D=2, I=0-1. The total of the possible 88 points will be converted to a 60 point scale. The amount received divided by 88 = the % times 60 (Example: if amt. received is 64 points then 64/88 = .73 x 60 which equals 44 points out of 60 points).

Only tenured principals that receive an ineffective rating may appeal. The appeal will be decided by another area superintendent appointed by the District and will be the final decision with no further recourse.

This plan will be reviewed annually by the parties.

Principal Improvement Plan

Areas of Needed Improvement (based on rubric – domain and sub-component)	Task/Activity to Support Improvement	Evidence of Improvement	Time Frame	Manner of Assessment	Additional Support and Assistance (for principal to execute his/her improvement responsibility)

Principal Signature _____ Date _____

Superintendent Signature _____ Date _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Chris Crowley 1-2-13

Teachers Union President Signature: Date:

Donna Wilby 1-2-13

Administrative Union President Signature: Date:

No administrative union

Board of Education President Signature: Date:

1/2-13