



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

Commissioner of Education
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February 28, 2014

Revised

Lisa Wiles, Superintendent
Ellenville Central School District
28 Maple Avenue
Ellenville, NY 12428

Dear Superintendent Wiles:

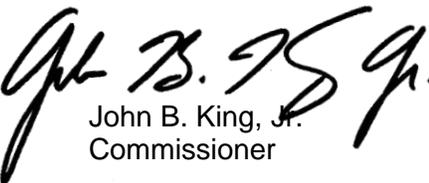
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Charles Khoury

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 622002060000

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

622002060000

1.2) School District Name: ELLENVILLE CSD

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

ELLENVILLE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for K-3 ELA will utilize State approved 3rd party assessments. For grade 3, the STAR assessment will be used as a pretest, and targets will be set for the 3rd Grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

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	Ellenville Central School District developed Kindergarten Math assessment
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Kindergarten will utilize the Ellenville Central School District developed Math assessment. The SLOs for grades 1-3 Math will utilize State approved 3rd party assessments. For grade 3, the STAR assessment will be used as a pretest, and targets will be set for the 3rd Grade State Assessment. The same assessments will be used across all classrooms in the same grade level. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

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	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Ellenville Central School District 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Grade 7 Science will utilize the Ellenville Central School District developed Science assessment. The SLO for 8th grade Science will utilize the 8th Grade State Science assessment. The same assessments will be used across all classrooms in the same grade level. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

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	Not applicable	N/A
7	District, regional or BOCES-developed assessment	Ulster BOCES developed Grade 7 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for grades 7-8 Social Studies will be rigorous and comparable. The same assessment will be used across all classrooms in the same grade level. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

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	Ulster BOCES developed Global I assessment
	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Social Studies Regents Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score or the Ulster BOCES developed Assessment for Global 1 score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Science Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for high school Regents Mathematics Courses will be rigorous and comparable. The same assessment will be used across all classrooms in the same course. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the Regents assessment score to determine growth. For Algebra 1 students taking both the NYS Integrated Algebra Regents and the Common Core Algebra Regents, teachers will use the higher of the two scores for APPR purposes. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and English Language Arts Common Core Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLOs for Grade 9 ELA and Grade 10 ELA will utilize State approved 3rd party assessments. Grade 11 students will take NYS Comprehensive English Regents and English Language Arts Common Core Regents Exam, teachers will use the higher of the two scores for APPR purposes. The same assessments will be used across all classrooms in the same grade level. Individual students' growth targets will be set by the teacher, in consultation with the principal, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11

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

A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11

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
Art, Grades K-12	District, Regional or BOCES-developed	Ulster BOCES and Ellenville Central School District developed Art assessments for Grades K-12
Music, Grades K-12	District, Regional or BOCES-developed	Ulster BOCES and Ellenville Central School District developed Music assessments for Grades K-12
Physical Education, Grades K-12	District, Regional or BOCES-developed	Ulster BOCES and Ellenville Central School District developed Physical Education assessments for Grades K-12
Resource Room, Grades K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise, STAR Reading Enterprise and STAR Math Enterprise
Resource Room, Grades 3-8	State Assessment	Grades 3-8 NYS ELA and Math Assessments
Resource Room, Grades 9-12	State-approved 3rd party assessment	STAR Reading Enterprise and STAR Math Enterprise
Library Media Specialist, K-2	State-approved 3rd party assessment	STAR Early Literacy and STAR Reading Enterprise
Library Media Specialist, 3-5	School/BOCES-wide/group/team results based on State	Grades 4 and 5 NYS ELA Assessments
Literacy, Grades K-2	State-approved 3rd party assessment	STAR Early Literacy and STAR Reading Enterprise
Literacy, Grades 3-8	State Assessment	Grades 3-8 NYS ELA Assessments
Literacy, Grades 9-12	State-approved 3rd party assessment	STAR Reading Enterprise
ESL, Grades K-12	State Assessment	NYSESLAT
Health, Grades 7-12	District, Regional or BOCES-developed	Ulster BOCES and Ellenville Central School District developed Health assessments for Grades 7-12
Foreign Language, Grades 7-12	District, Regional or BOCES-developed	Ulster BOCES and Ellenville Central School District developed Foreign Language assessments for Grades 7-12
All Other Teachers Not Named Above	District, Regional or BOCES-developed	Ulster BOCES and Ellenville Central School District developed grade and course specific assessments

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

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.

The SLOs for the courses listed in 2.10 will be rigorous and comparable. The same assessment will be used across all classrooms in the same course and grade. Individual students' growth targets will be set by the teacher, in consultation with the

principal, based on the prior academic performance of the students assigned to the teacher. This prior performance will be the baseline and will be compared to the assessment/final examination score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. For Library Media Specialist, Grades K-2 and Library Media Specialist, Grades 3-5 the growth score will be weighted proportionally based upon the number of students in each grade. For Grades 3 - 5 the teacher's HEDI score will be based on the average of the teachers' State Provided Growth score in the building. The scale is shown in 2.11. Teachers can achieve all scale points from 0 to 20..

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the growth target. See scale at 2.11. See upload for SPGS.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the growth target. See scale at 2.11 See upload for SPGS
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the growth target. See scale at 2.11 See upload for SPGS
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the growth target. See scale at 2.11 See upload for SPGS

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/961009-TXEttx9bQW/Teacher 20 and 25 point Growth and Local Measure.docx

2.12) Locally Developed Controls

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

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

No controls are being used.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Until the value added measure is implemented, we will use the 20 point scale found in 3.13. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 90%- 100% of students meet the achievement target. See scale at 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 50%- 89% of students meet the achievement target. See scale at 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 20%- 49% of students meet the achievement target. See scale at 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-19% of students meet the achievement target. See scale at 3.3.

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 15. The negotiated scale is shown in 3.3. Until the value added measure is implemented, we will use the 20 point scale found in 3.13. Teachers can achieve all scale points from 0 to 15.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 90%- 100% of students meet the achievement target. See scale at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 50%- 89% of students meet the achievement target. See scale at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 20%-49% of students meet the achievement target. See scale at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-19% of students meet the achievement target. See scale 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/12149/961010-rhJdBgDruP/Teacher 15 point Growth and Local Measure.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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of
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students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13..
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13..
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Kindergarten Math assessment
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Ellenville Central School District developed Math assessment for Kindergarten and State approved 3rd party assessments for Grades 1-3 will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the

grade/subject.	achievement target. See scale at 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed 7th grade science assessment
8	5) District, regional, or BOCES–developed assessments	Ellenville Central School District 8th grade science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Ellenville Central School District developed Science Assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed 7th grade social studies assessment
8	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed 8th grade social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Ellenville Central School District developed Social Studies Assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Global I Assessment

Global 2	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Ellenville Central School District developed Social Studies Assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Chemistry Assessment

Physics	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Physics Assessment
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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.	The Ellenville Central School District developed Science Assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Algebra I Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Algebra 2 Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Ellenville Central School District developed Math Assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Ellenville Central School District developed Grade 11 ELA assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Ellenville Central School District developed ELA assessments Grades 9-11 will be rigorous and valid. The same assessments will be used across all classrooms in the same grade level. Achievement targets will be set by the teachers, in consultation with the principal. The percentage of students meeting the achievement target will be converted to a scale score of 0 top 20. The scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

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
Art, Grades K-12	5) District/regional/BOCES–developed	Ulster BOCES and Ellenville Central School District developed Art assessments for Grades K-12
Music, Grades K-12	5) District/regional/BOCES–developed	Ulster BOCES and Ellenville Central School District developed Music assessment for Grades K-12
Physical Education, Grades K-12	5) District/regional/BOCES–developed	Ulster BOCES and Ellenville Central School District developed Physical Education, Grades K-12
Foreign Language, Grades 7-12	5) District/regional/BOCES–developed	Ulster BOCES and Ellenville Central School District developed Foreign Language for Grades 7-12

Health, Grades 7-12	5) District/regional/BOCES–developed	Ulster BOCES and Ellenville Central School District developed Health assessment for Grades 7-12
Library Media Specialist, K-5	4) State-approved 3rd party	STAR Early Literacy and STAR Reading Enterprise
Resource Room, Grades K-12	4) State-approved 3rd party	STAR Early Literacy, STAR Reading Enterprise and STAR Math Enterprise
Literacy, Grades K-12	4) State-approved 3rd party	STAR Early Literacy and STAR Reading Enterprise
ESL, Grades K-12	4) State-approved 3rd party	Language Assessment Scales (LAS Links and LAS Online)
All other teachers not named above	5) District/regional/BOCES–developed	Ulster BOCES and Ellenville Central School District /Ellenville Central School District developed assessment for each course

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.	The Ulster BOCES and Ellenville Central School District developed Course Specific Assessments and State-approved 3rd party assessments in the courses listed above will be rigorous and valid. Achievement targets will be set by the teachers, in consultation with the principal. The same assessment will be used across all classrooms in the same grade level and subject area. The percentage of students meeting the achievement target will be converted to a scale score of 0 to 20. The negotiated scale is shown in 3.13. Teachers can achieve all scale points from 0 to 20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the highly effective range if 86%- 100% of students meet the achievement target. See scale at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the effective range if 53%- 85% of students meet the achievement target. See scale at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the developing range if 21%-52% of students meet the achievement target. See scale at 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's achievement score for the locally selected measure will be in the ineffective range if 0%-20% of students meet the achievement target. See scale at 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/961010-y92vNseFa4/Teacher 20 point Growth and Local Measure_1.docx

3.14) Locally Developed Controls

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

As noted above, targets will be based on baseline data including pre-assessment data and prior student achievement results. Adjustments to targets will be made for students with disabilities, ELL and students in poverty within state and local performance benchmark priorities. Special education teachers in consult classes will receive local measure scores based on the same assessments as their grade level and subject counterparts.

1 point will be added to each teacher's score if as of May 1st 35-44% of the students in the teacher's classroom are eligible for a Free or Reduced Lunch, and 2 points will be added to each teacher's score if as of May 1st 45% or more of the students in the teacher's classroom are eligible for a Free or Reduced Lunch. If less than 35% of the students in the teacher's classroom are eligible for a Free or Reduced Lunch as of May 1st, then no points shall be added to any teacher's score.

In no case will a teacher's HEDI score be increased by more than 2 points.

The parties agreed upon this measure due to the correlation between student performance and socio-economic status. The socio-economic status of the District's student population is determined by factors outside the District's control.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have each measure weighted in equivalent proportion to the percentage of students covered by that measure. For example, a HS math teacher with two measures: The first measure covers 40% of her total teaching load, the 2nd measure covers 25% of her entire teaching load. 65% of her entire teaching load is now covered by two measures. The 1st measure will account for 62% of the total score, and the 2nd measure will account for 38% of the total score. A 4th grade teacher with locally-selected measures for ELA and Math will earn an equally weighted composite score.

Normal rounding rules apply.

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)

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Updated Tuesday, February 11, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district will use the Danielson 2011 Rubric and will weigh the four domains as follows: Domain 1 Planning and Preparation 15 Points; Domain 2 Classroom Environment 15 Points; Domain 3 Instruction 16 Points; Domain 4 Professional Responsibilities 14 Points. Each of the sub-components of the four Domains will be rated on a 1 to 4 scale. The 31 points from Domains 2 and 3 will be based on a minimum of two (2) observations, one announced and one unannounced formal classroom observations. Each observation will result in a score and all observation scores will be averaged at the end of the year for 31 points. The 29 points from Domains 1 and

4 will be based on the review of artifacts related to the planning and preparation and professional responsibilities of a teacher. At the beginning of each year, the teacher and administrator(s) will determine what artifacts are appropriate evidence for the 29 points from Domains 1 and 4. A teacher's overall performance can be rated at any score point from 0 to 60.

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

assets/survey-uploads/12179/961011-eka9yMJ855/2013-14 Danielson Point Allocation Teacher Observation_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The performance of teachers in the highly effective range is extremely accomplished in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Performance is evidenced in a community of learners in the classroom where students are highly motivated, engaged and assume responsibility for their learning. The performance of teachers in the highly effective range is exemplary and contributes to the success of the whole school and earning an overall score of 59 - 60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	The performance of teachers in the effective range is proficient in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The performance is evidenced in thorough content knowledge, solid understanding of student development, classroom environment that functions smoothly, and fosters a culture for learning and earning an overall score of 57 - 58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The performance of teachers in the developing range is at a basic level in the areas of: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The performance may be characterized as being minimally competent and having an understanding of the teaching standards and attempts to implement strategies that may not always be successful. Performance at this level may require additional support in order to fully meet the teaching standards and earning an overall score of 50 - 56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The performance of teachers in the ineffective range is at an unsatisfactory level in the areas of: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The performance may be characterized as not having an understanding of the teaching standards, including student development, classroom management, assessment strategies and does not fulfill professional responsibilities. Performance at this level requires intervention strategies and earning an overall score of 0 - 49 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58

Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0

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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/961013-Df0w3Xx5v6/3453650-7. Teacher Improvement Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. A probationary teacher may only appeal a composite score of "Ineffective," and a tenured teacher may only appeal a composite score of "Developing" or "Ineffective": The basis for an appeal shall be limited to the following: (a) the substance of the APPR; (b) the

District's adherence to the standards and methodologies required for such reviews; and (c) the District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP).

B. All appeals shall be processed as follows:

1. Subject to the provisions set forth in A above, an appeal alleging a substantive disagreement with the conclusion of any summative rating drawn by the evaluator may challenge both the cumulative score of the evaluation, as well as the scores of the subcomponents which make up that rating.

a) First Level Appeal: An appeal of a composite rating on an evaluation that was performed by an Assistant Principal must be submitted within fourteen (14) school days of receipt of the evaluation to the Principal (if the evaluation was performed by somebody other than the principal). An unsuccessful appeal (any appeal that does not result in a composite rating of effective or highly effective) may then be submitted to the Superintendent or the Superintendent's designee, as described in the Second Level Appeal procedure below.

If a teacher is challenging the issuance of a TIP, appeals must be filed within fourteen (14) school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

A written decision on the merits of the appeal shall be rendered no later than thirty (30) days from the date upon which the teacher filed his or her appeal.

In the event that an appeal is initiated at the first level and the employee is dissatisfied with the decision at the first level, he or she has fourteen (14) days from receipt of the first level decision to file a second level appeal.

b) Second Level Appeal: An appeal of a composite rating on an evaluation that was performed by a Principal must be submitted within fourteen (14) school days of receipt of the evaluation to the Superintendent or the Superintendent's designee (if the initial evaluation was performed by the Principal, unit members shall proceed directly to the Second Level Appeal).

c) At both the First Level Appeal and the Second Level Appeal, the decision maker shall have the authority to modify the cumulative score of the evaluation as well as the scores of the subcomponents that make up that rating.

If a teacher is challenging the issuance of a TIP, appeals must be filed within fourteen (14) school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

For both the First and Second Level Appeals, when filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan, and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived. In an appeal, the teacher has the burden of demonstrating by the preponderance of the evidence a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.

A written decision on the merits of the appeal shall be rendered no later than thirty (30) days from the date upon which the teacher filed his or her appeal. The appeal shall be based solely on a written record. Such decision shall be final, except as provided for below.

C. The parties agree that under the following circumstances a tenured unit member may appeal the decision of the Superintendent or designee to arbitration.

a) the District seeks to bring disciplinary charges against a tenured unit member based on pedagogical incompetence; and

b) The District intends to use "Developing" or "Ineffective" evaluations to meet its burden of demonstrating that the tenured unit member should be disciplined.

1. The appeal shall be conducted by an arbitrator in accordance with the grievance procedures outlined in the teachers' collective bargaining agreement. The arbitrator shall be selected from the following list: Ira Lobel, Susan Mackenzie, Jay Siegel, or Janet Spencer.

In the event that the demand for arbitration is processed with one of the enumerated arbitrators, then the appointment shall be made within thirty (30) days of the receipt of the demand for arbitration and it is anticipated that the hearing will be scheduled within sixty

(60) days of the receipt of the demand for arbitration. It is further anticipated that the arbitrator will render a decision within thirty (30) days of close of the hearing.

If none of the arbitrators are available to schedule the hearing within sixty (60) calendar days from the date the demand is filed, then either party may process the demand for arbitration with the American Arbitration Association.

In the event that the demand for arbitration is processed with the American Arbitration Association (AAA), it is anticipated that the arbitrator will be appointed by AAA within thirty (30) days of receipt of the demand for arbitration and that a hearing will be scheduled within sixty (60) days of receipt of the demand for arbitration. It is further anticipated the arbitrator will render a decision within thirty (30) days of close of the hearing

2. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a tenured teacher's performance review and/or improvement plan when charges are being filed against the tenured teacher based upon pedagogical incompetence. A tenured teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or teacher improvement plan, except as otherwise authorized by law.

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

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

The duration and nature of the training the DISTRICT will provide to evaluators:

All Ellenville evaluators will be trained as lead evaluators.

The duration and nature of the training the DISTRICT will provide to lead evaluators:

1. Positions trained as lead evaluators: Superintendent of Schools, Assistant Superintendent for Curriculum and Instruction, Building Principals, Building Assistant Principals, Director of Special Education, and any other certified administrator designated by the Superintendent.
2. Ulster County BOCES or other approved provider will provide training of lead evaluators in compliance with all state regulations.
3. The District will ensure the training and certification of its lead evaluators in accordance with the requirements prescribed in the Commissioner's Regulations. The District will further ensure that lead evaluators maintain inter-rater reliability (such as: data analysis and periodic comparisons of assessments) over time and that they are recertified on an annual basis.
4. 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.

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

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

Initial training for new evaluators will be at least two days.

The Ellenville Central School District utilizes the services of the Ulster BOCES Network Team to provide training for lead evaluators. This includes various workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions are held at Ulster BOCES, on-site in the district, and through webcasts produced by the Network Team. In addition to the BOCES Network Team, on-site trainings are also provided by consultants from the approved rubric providers.

Lead Evaluator

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

Responsibilities

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

Timing

All lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or sixty (60) days after appointment.

Re-Certification and Updated Training

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

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

Page 1

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise Grades K, 1, and 2
K-5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise Grades 3, 4, and 5
K-5	(d) measures used by district for teacher evaluation	Ellenville Central School District developed Kindergarten Math assessment and STAR Math Enterprise Grades 1, 2, 3, 4, and 5
6-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise Grades 6, 7, and 8
6-8	(d) measures used by district for teacher evaluation	STAR Math Enterprise Grades 6, 7, and 8
9-12	(d) measures used by district for teacher evaluation	Ellenville Central School District developed ELA assessments, Grades 9-12
9-12	(d) measures used by district for teacher evaluation	Ellenville Central School District developed Math assessments, Grades 9-12

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.	The Ellenville Central School District developed assessments and State approved 3rd party assessments will be rigorous and valid. The same assessment will be used across all classrooms in the same grade level. Achievement targets will be set by the principals, in consultation with the Superintendent (or designee). The percentage of students meeting the achievement target will
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be converted to a scale score of 0 to 15. The negotiated scale is shown in 8.1. Principals can achieve all scale points from 0 to 15. The uploaded 20 point chart will be used until the Value Added Measure is implemented.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal's achievement score for the locally selected measure will be in the highly effective range if 90%- 100% of students meet the achievement target. See scale at 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal's achievement score for the locally selected measure will be in the effective range if 50%- 89% of students meet the achievement target. See scale at 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal's achievement score for the locally selected measure will be in the developing range if 20%- 49% of students meet the achievement target. See scale at 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal's achievement score for the locally selected measure will be in the ineffective range if 0%-19% of students meet the achievement target. See scale at 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/12190/961015-qBFVOWF7fC/Principal 15 and 20 point Growth and Local Measure.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/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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 assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The Ellenville Central School District has high expectations for all students. Target adjustments for local measures will be made in school buildings which may have a disproportionate amount of students with disabilities or ELL students as compared to other buildings. Adjustments will be based on baseline data including pre-assessment data and prior student achievement results within state and local benchmark priorities.

1 point will be added to the building Principal's score if as of May 1st 35-44% of the students in the building are eligible for a Free or Reduced Lunch, and 2 points will be added to the building Principal's score if as of May 1st 45% or more of the students in the building are eligible for a Free or Reduced Lunch. If less than 35% of the students in the building are eligible for a Free or Reduced Lunch as of May 1st, then no points shall be added to the building Principal's score.

In no case will a building Principal's HEDI score be increased by more than 2 points.

The parties agreed upon this measure due to the correlation between student performance and socio-economic status. The socio-economic status of the District's student population is determined by factors outside the District's control.

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.

Principals use STAR Early Literacy, STAR Reading Enterprise, STAR Math Enterprise and Ellenville Central School District developed ELA and math assessments in our K-5, 6-8, and 9-12 buildings (as appropriate for the building configuration). Each measure will be weighted in equivalent proportion to the percentage of students covered by that measure to determine the HEDI composite score. Normal rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

Page 1

9.1) Principal Practice Rubric

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

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

McRel Principal Evaluation System

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Through the collective bargaining process each of the three framework components of the McRel Principal Evaluation System have a maximum point value that when combined, total 60 points. Each of the sub-components of the framework will be rated on a 1 to 4 point scale. Through the evaluation process, the evaluator will assign points based on observations, evidence of supporting artifacts, and collaborative review for each of the framework components and elements in the McRel Principal Evaluation System resulting in a score ranging from 0-60 points. Normal rounding rules apply. Evidence collected and observed throughout the year will be used to determine the final score for each sub-component. The evaluation process will include timely and constructive feedback during the school year. The district will adhere to all timelines set by NYS Education Law and Regents rules.

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

assets/survey-uploads/12205/961016-pMADJ4gk6R/McRel Principal_1.xls

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.	Utilizing the McRel Principal Evaluation System, the majority of the principal's behaviors and evidence fall into the "Highly Effective" column in building and sustaining a culture of high student performance and success. This includes, but is not limited to support of teacher leaders, student centered learning, involvement of diverse
---	--

stakeholders and productive use of data to inform decision making. Principals whose performance falls in the highly effective range exceed ISLLC leadership standards consistently in all domains. The overall composite score for a rating of Highly Effective will range from 59 - 60 points.

Effective: Overall performance and results meet standards.

Utilizing the McRel Principal Evaluation System, the majority of the principal's behaviors and evidence fall into the "Effective" column in building and sustaining a culture of high student performance and success. Performance demonstrates a collaborative approach, the use of data to assess achievement, and the advocacy for students and staff. Principals whose performance falls in the effective range meet ISLLC standards in all domains. The overall composite score for a rating of Effective will range from 54 - 58 points.

Developing: Overall performance and results need improvement in order to meet standards.

Utilizing the McRel Principal Evaluation System, the majority of the principal's behaviors and evidence fall into the "Developing" column in building and sustaining a culture of high student performance. Performance is inconsistent across all domains with a fragmented approach and narrow focus. Consequently a number of areas for further development can be identified. The overall composite score for a rating of Developing will range from 47 - 53 points.

Ineffective: Overall performance and results do not meet standards.

Utilizing the McRel Principal Evaluation System, the majority of the principal's behaviors and evidence fall into the "Ineffective" column in building and sustaining a culture of high student performance and success with significant areas of improvement identified. Performance is limited and reactionary. The overall composite score for a rating of Ineffective will range from 0 - 46 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	54 - 58
Developing	47 - 53
Ineffective	0 - 46

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 04, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	54-58
Developing	47-53
Ineffective	0 - 46

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/176292-Df0w3Xx5v6/Principal Improvement Plan.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. A principal who receives a composite score of "ineffective" on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the individual identified in Paragraph D, who shall be trained in accordance with the requirements of statute and regulations and also possesses a district-wide administrative certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Section 3012-c limits appeals to the following areas: 1) the school district's adherence to the standards and methodologies required for such reviews pursuant to Education Law 3012-c; 2) the adherence of the Commissioner's Regulations, as applicable to such reviews; 3) compliance with any applicable locally negotiable procedures applicable to APPRs or improvement plans; and 4) the school district's issuance and/or implementation of the terms of the principal improvement plan under Education Law 3012-c. Except for appeals brought pursuant to Paragraph E below, all appeals under this section shall be processed in accordance with Paragraphs C and D below.

C. Except for an appeal filed under Paragraph E below, an appeal of an APPR must be commenced within 10 calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent's designee (who may be a sitting superintendent from a different school district, a BOCES superintendent, or a retired administrator who is certified as a lead evaluator) shall respond to the appeal with a written answer. A written decision on the merits of the appeal shall be rendered no later than thirty (30) days from the date upon which the Principal filed his or her appeal. The designee shall have the right to grant or deny the appeal in whole or in part. Such decision shall be made within 30 calendar days of the receipt of the appeal. The decision of the Superintendent's designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

E. A tenured Principal who receives two (2) consecutive "ineffective" ratings and who the District has notified in writing that it intends to proffer 3020-a disciplinary charges for pedagogical incompetence shall have the option to appeal the second ineffective rating directly to an independent arbitrator agreed to by the District and ECASA. The sole issue before the arbitrator shall be whether or not the second consecutive ineffective rating accurately reflected the principal's performance during the period it covered. The tenured principal shall have 30 calendar days from receipt of written notification of the District's intent to proffer charges based upon pedagogical incompetence to file a demand for arbitration. The parties agree that at least ten days prior to the commencement of the hearing, witness lists shall be exchanged. This shall not preclude either side from adding a witness' name to the list if it was unknown at the time the lists were exchanged. However, any new names added should be provided to opposing counsel as soon as possible after they become known.

F. The agreed upon list of arbitrators shall be as follows: James Markowitz, Louis Patack, Thomas Rinaldo.

In the event that the demand for arbitration is processed with one of the enumerated arbitrators, then the appointment shall be made within thirty (30) days of the receipt of the demand for arbitration and it is anticipated that the hearing will be scheduled within sixty (60) days of the receipt of the demand for arbitration. It is further anticipated that the arbitrator will render a decision within thirty (30) days of the close of the hearing.

If none of the arbitrators are available to schedule the hearing within sixty (60) calendar days from the date the demand is filed, then either party may process the demand for arbitration with the American Arbitration Association. Alternatively, the parties may agree to the selection of another arbitrator.

In the event that the demand for arbitration is processed with the American Arbitration Association (AAA), it is anticipated that the arbitrator will be appointed by AAA within thirty (30) days of receipt of the demand for arbitration and that a hearing will be scheduled within sixty (60) days of receipt of the demand for arbitration. It is further anticipated the arbitrator will render a decision within thirty (30) days of the close of the hearing.

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

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

The District will ensure that all evaluators are trained as Lead Evaluators, and 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 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. The Board of Education adopts a resolution certifying Lead Evaluators.

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

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

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

- *New York State Teaching Standards and ISSLC Standards
- *Evidence-based observation
- *Application and use of Student Growth Percentile and Value Added Growth Model data
- *Application and use of 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.

The training for new evaluators will be at least two (2) days.

The Ellenville Central School District utilizes the services of the Ulster BOCES Network Team to provide training for lead evaluators. This process includes half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and Lead Evaluators. These training sessions are held at various locations. In addition to the BOCES Network Team, on-site trainings are also provided by consultants from the approved rubric providers.

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as Lead Evaluators according to the NYSED's model to ensure consistency and defensibility.

Responsibilities

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

Timing

All lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or sixty (60) days after appointment.

Re-Certification and Updated Training

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

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/961019-3Uqgn5g9Iu/District Certification Form.pdf](assets/survey-uploads/12158/961019-3Uqgn5g9Iu/District%20Certification%20Form.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.

Ellenville Central School District

APPR Growth Measures and Local Measures

Point Scale Conversion

20 Point Scale

HEDI	% of students achieving or meeting target	Scale Point
Highly effective	96-100	20
Highly effective	91-95	19
Highly effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	56-57	10
Effective	53-55	09
Developing	50-52	08
Developing	44-49	07
Developing	38-43	06
Developing	31-37	05
Developing	26-30	04
Developing	21-25	03
Ineffective	16-20	02
Ineffective	11-15	01
Ineffective	0-10	00

Note: The metric used to determine the Local measure for each teacher will not replicate those used to measure/determine the State Growth component.

Ellenville Central School District

APPR Growth Measures and Local Measures

Point Scale Conversion

Conversion Chart: 25 Point State Provided Growth Score to 20 Point HEDI Score

HEDI	25 Point State Provided Growth Score	20 Point HEDI Score
Highly effective	25	20
Highly effective	24	20
Highly effective	23	19
Highly effective	22	18
Effective	21	17
Effective	20	17
Effective	19	16
Effective	18	16
Effective	17	15
Effective	16	15
Effective	15	14
Effective	14	13
Effective	13	12
Effective	12	11
Effective	11	10
Effective	10	09
Developing	9	08
Developing	8	08
Developing	7	07
Developing	6	06
Developing	5	05
Developing	4	04
Developing	3	03
Ineffective	2	02
Ineffective	1	01
Ineffective	0	0

Note: The metric used to determine the Local measure for each teacher will not replicate those used to measure/determine the State Growth component.

Ellenville Central School District

APPR Growth Measures and Local Measures

Point Scale Conversion

15 Point Scale

HEDI	% of students achieving or meeting target	Scale Point
Highly effective	96-100	15
Highly effective	90-95	14
Effective	83-89	13
Effective	76-82	12
Effective	69-75	11
Effective	62-68	10
Effective	56-61	09
Effective	50-55	08
Developing	44-49	07
Developing	39-43	06
Developing	33-38	05
Developing	25-32	04
Developing	20-24	03
Ineffective	15-19	02
Ineffective	10-14	01
Ineffective	0-9	00

Note: The metric used to determine the Local measure for each teacher will not replicate those used to measure/determine the State Growth component.

Ellenville Central School District

APPR Growth Measures and Local Measures

Point Scale Conversion

20 Point Scale

HEDI	% of students achieving or meeting target	Scale Point
Highly effective	96-100	20
Highly effective	91-95	19
Highly effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	56-57	10
Effective	53-55	09
Developing	50-52	08
Developing	44-49	07
Developing	38-43	06
Developing	31-37	05
Developing	26-30	04
Developing	21-25	03
Ineffective	16-20	02
Ineffective	11-15	01
Ineffective	0-10	00

Note: The metric used to determine the Local measure for each teacher will not replicate those used to measure/determine the State Growth component.

Ellenville Central School District

Danielson's Framework for Teaching (2011)

Domain	Title	Points
1	Planning and Preparation	
1a	Demonstrating Knowledge of Content and Pedagogy	3
1b	Demonstrating Knowledge of Students	2
1c	Setting Instruction Outcomes	2
1d	Demonstrating Knowledge of Resources	2
1e	Designing Coherent Instruction	3
1f	Designing Student Assessments	3
		15
2	The Classroom Environment	
2a	Creating an Environment of Respect and Rapport	4
2b	Establishing a Culture of Learning	3
2c	Managing Classroom Procedures	3
2d	Managing Student Behavior	3
2e	Organizing Physical Space	2
		15
3	Instruction	
3a	Communicating with Students	4
3b	Using Questioning with Discussion Techniques	3
3c	Engaging Students in Learning	3
3d	Using Assessment in Instruction	3
3e	Demonstrating Flexibility and Responsiveness	3
		16
4	Professional Responsibilities	
4a	Reflecting on Teaching	2
4b	Maintaining Accurate Records	4
4c	Communicating with Families	3
4d	Participating in a Professional Community	2
4e	Growing and Developing Professionally	2
4f	Showing Professionalism	1
		14
	Total	60

Conversion Table

	Highly Effective	Effective	Developing	Ineffective
4 points	4	3.8	3	1
3 points	3	2.9	2.5	1
2 points	2	1.85	1.5	0.5
1 points	1	0.8	0.5	0

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

NOTE: Normal rounding rules apply.

Teacher Improvement Plan

(Completed Jointly by Teacher and Lead Evaluator / Designee)

Name:	School:	Current School Year:
Date of related APPR/Evaluation:		Date of TIP conference

Area(s) Needing Improvement	Action Plan (Steps to be taken)	Timeline for Completion	Evidence to be Collected	Satisfactory Progress	Plan Completed
1.	1.			Yes <input type="checkbox"/> No <input type="checkbox"/> Date:	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
2.	2.			Yes <input type="checkbox"/> No <input type="checkbox"/> Date:	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
3.	3.			Yes <input type="checkbox"/> No <input type="checkbox"/> Date:	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

Teacher's Comments:

Lead Evaluator's Comments:

TIP Satisfied? Yes Date: _____
 No

Teacher's Signature: _____
 Date: _____

Lead Evaluator Signature: _____
 Date: _____

Ellenville Central School District

APPR Growth Measures and Local Measures

Point Scale Conversion

15 Point Scale

HEDI	% of students achieving or meeting target	Scale Point
Highly effective	96-100	15
Highly effective	90-95	14
Effective	83-89	13
Effective	76-82	12
Effective	69-75	11
Effective	62-68	10
Effective	56-61	09
Effective	50-55	08
Developing	44-49	07
Developing	39-43	06
Developing	33-38	05
Developing	25-32	04
Developing	20-24	03
Ineffective	15-19	02
Ineffective	10-14	01
Ineffective	0-9	00

Note: The metric used to determine the Local measure for each principal will not replicate those used to measure/determine the State Growth component.

Ellenville Central School District

APPR Growth Measures and Local Measures

Point Scale Conversion

20 Point Scale

HEDI	% of students achieving or meeting target	Scale Point
Highly effective	96-100	20
Highly effective	91-95	19
Highly effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	56-57	10
Effective	53-55	09
Developing	50-52	08
Developing	44-49	07
Developing	38-43	06
Developing	31-37	05
Developing	26-30	04
Developing	21-25	03
Ineffective	16-20	02
Ineffective	11-15	01
Ineffective	0-10	00

Note: The metric used to determine the Local measure for each principal will not replicate those used to measure/determine the State Growth component.

Appendix A 3/6/2014

Based on the McRel's Principal Evaluating System					
Managing Change	sub domain		rating	Points	Rating
Change Agent	3		e	2.84	
Flexibility	2		e	1.95	
Ideals and Beliefs	2		e	1.95	
Intellectual Stimulation	2		e	1.95	
Knowledge of Curriculum, Instruction and Assessment	4		e	3.84	
Monitor and Evaluate	2		e	1.95	
Optimize	2		e	1.95	
		17			
Focus of Leadership					
Contingent Rewards	3		e	2.84	
Discipline	4		e	3.84	
Focus	3		e	2.84	
Involvement in Curriculum, Instruction and Assessment	4		e	3.84	
Order	4		e	3.84	
Outreach	3		e	2.84	
Resources	2		e	1.95	
		23			
Purposeful Community					
Affirmation	4		e	3.84	
Communication	4		e	3.84	
Culture	2		e	1.95	
Input	2		e	1.95	
Relationships	2		e	1.95	
Situational Awareness	3		e	2.84	
Visibility	3		e	2.84	
		20			
	60.0			57.6	-
Normal rounding rules apply.					
	H	E	D	I	
4 points	4	3.84	3.3	0	
3 points	3	2.84	2.5	0	
2 points	2	1.95	1.5	0	
1 point	1	0.95	0.5	0	
Highly Effective	59-60				
Effective	54-58				
Developing	47-53				
Ineffective	0-46				
NYS APPR HEDI Band (Purple memo)					
Highly Effective	91-100				
Effective	75-90				
Developing	65-74				
Ineffective	0-64				

Principal Improvement Plan
(Completed Jointly by Principal and Superintendent of Schools/Designee)

Name: _____ School: _____ Current School Year: _____

Date of Related APPR/Evaluation: _____ Date of PIP Conference: _____

Area(s) Needing Improvement	Action Plan (Steps to be Taken)	Timeline for Completion	Evidence to be Collected	Satisfactory Progress	Plan Completed
1.	1.			<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____
2.	2.			<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____
3.	3.			<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____

Principal's Comments:

Superintendent/Designee's Comments:

PIP Satisfied? Yes
 No

Principal's Signature: _____
Date: _____

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Lisa A. Wells 2/28/14

Teachers Union President Signature: Date:

Mark Miller 2/28/14

Administrative Union President Signature: Date:

Holly Eitz 2/28/14

Board of Education President Signature: Date:

Carolyn F. Johnson 2/28/14