



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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June 23, 2014

Revised

Douglas C. Burton, Superintendent
Fort Plain Central School District
25 High St.
Fort Plain, NY 13339

Dear Superintendent Burton:

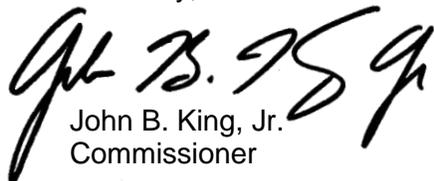
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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: Patrick Michel

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 Thursday, July 18, 2013

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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 : 270701040000

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

270701040000

1.2) School District Name: FORT PLAIN CSD

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

FORT PLAIN 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 Thursday, July 18, 2013

Updated Thursday, June 12, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR-EARLY LITERACY Enterprises
1	State-approved 3rd party assessment	STAR-EARLY LITERACY Enterprises
2	State-approved 3rd party assessment	STAR-EARLY LITERACY Enterprises

	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.	Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing a baseline of data for each student to measure growth of that student. HEDI points will be awarded to each teacher based upon students' satisfaction of individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	87-100 20 POINTS 74-86 19 POINTS 61-73 18 POINTS

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	57-60 17 POINTS 54-56 16 POINTS 51-53 15 POINTS 48-50 14 POINTS 46-47 13 POINTS 44-45 12 POINTS 43 11 POINTS 42 10 POINTS 41 9 POINTS
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	36-40 8 POINTS 31-35 7 POINTS 27-30 6 POINTS 25-26 5 POINTS 23-24 4 POINTS 21-22 3 POINTS
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	14-20 2 POINTS 6-13 1 POINTS 0-5 0 POINTS

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR-MATH Enterprises
1	State-approved 3rd party assessment	STAR-MATH Enterprises
2	State-approved 3rd party assessment	STAR-MATH Enterprises

	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.	Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing the STAR-MATH assessment to establish a baseline of data for each students to measure growth of that student. HEDI points will be awarded to each teacher based upon students' satisfaction of individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	87-100 20 POINTS 74-86 19 POINTS 61-73 18 POINTS

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	57-60 17 POINTS 54-56 16 POINTS 51-53 15 POINTS 48-50 14 POINTS 46-47 13 POINTS 44-45 12 POINTS 43 11 POINTS 42 10 POINTS 41 9 POINTS
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	36-40 8 POINTS 31-35 7 POINTS 27-30 6 POINTS 25-26 5 POINTS 23-24 4 POINTS 21-22 3 POINTS
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	14-20 2 POINTS 6-13 1 POINTS 0-5 0 POINTS

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	A FORT PLAIN CENTRAL SCHOOL DISTRICT DEVELOPED ASSESSMENT FOR GRADE 6 SCIENCE ASSESSMENT
7	District, regional or BOCES-developed assessment	A FORT PLAIN CENTRAL SCHOOL DISTRICT DEVELOPED ASSESSMENT FOR GRADE 7 SCIENCE ASSESSMENT
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing the FORT PLAIN CENTRAL SCHOOL DISTRICT ASSESSMENT FOR SCIENCE IN GRADES 6-8 to establish a baseline of data for each student to measure growth of that student. HEDI points will be assigned by the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SCIENCE 97-100 20 POINTS

93-96 19 POINTS

85-92 18 POINTS

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

STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SCIENCE

83-84 17 POINTS

81-82 16 POINTS

79-80 15 POINTS

77-78 14 POINTS

75-76 13 POINTS

73-74 12 POINTS

72 11 POINTS

71 10 POINTS

70 9 POINTS

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

STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SCIENCE

68-69 8 POINTS

66-67 7 POINTS

63-65 6 POINTS

62 5 POINTS

61 4 POINTS

60 3 POINTS

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

STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SCIENCE

45-59 2 POINTS

21-44 1 POINTS

0-20 0 POINTS

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	A FORT PLAIN CENTRAL SCHOOL DISTRICT DEVELOPED ASSESSMENT FOR GRADE 6 SOCIAL STUDIES ASSESSMENT
7	District, regional or BOCES-developed assessment	A FORT PLAIN CENTRAL SCHOOL DISTRICT DEVELOPED FOR GRADE 7 SOCIAL STUDIES ASSESSMENT
8	District, regional or BOCES-developed assessment	A FORT PLAIN CENTRAL SCHOOL REGIONALLY DEVELOPED 8TH GRADE SOCIAL STUDIES ASSESSMENT

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

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

Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing the FORT PLAIN CENTRAL SCHOOL DISTRICT assessment FOR GRADES 6-8 IN SOCIAL STUDIES to establish a baseline of data for each students to measure growth of that student.strict developed

assessment. HEDI points will be assigned by the percentage of students meeting or exceeding their individual growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	DISTRICT DEVELOPED STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SOCIAL STUDIES 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District goals for similar students.	DISTRICT DEVELOPED STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SOCIAL STUDIES 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District goals for similar students.	DISTRICT DEVELOPED STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SOCIAL STUDIES 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	DISTRICT DEVELOPED STUDENT GROWTH HEDI SCORE FOR GRADES 6-8 IN SOCIAL STUDIES 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR GLOBAL 1 ASSESSMENT

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing the utilizing a district developed pre-assessment to establish a baseline of data for each students to measure growth of that student.HEDI points will be assigned by the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	STUDENT GROWTH HEDI SCORE 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District goals for similar students.	STUDENT GROWTH HEDI SCORE 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District goals for similar students.	STUDENT GROWTH HEDI SCORE 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. Individual student growth targets will be set based upon district developed pre-assessment baseline data. HEDI points will be assigned by the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	STUDENT GROWTH HEDI SCORE 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District goals for similar students.	STUDENT GROWTH HEDI SCORE 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District goals for similar students.	STUDENT GROWTH HEDI SCORE 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Twenty percent (20%) of the score is based on student growth. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing a District developed assessment. For Algebra 1 our district will offer both the Integrated Algebra Regents and the Common Core Algebra Regents to students in a common core algebra 1 class the higher score will be utilized in the HEDI scoring. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. Individual student growth targets will be set based upon district developed pre-assessment baseline data. HEDI points will be assigned by the percentage of students meeting or exceeding their individual growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	STUDENT GROWTH HEDI SCORE 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District goals for similar students.	STUDENT GROWTH HEDI SCORE 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District goals for similar students.	STUDENT GROWTH HEDI SCORE 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR-READING Enterprises
Grade 10 ELA	State approved 3rd party assessment	STAR-READING Enterprises
Grade 11 ELA	Regents assessment	NYS Comprehensive English REGENTS ASSESSMENT & NYS Common Core English Regents

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing the STAR-READING assessment to establish a baseline of data for each student to measure growth of that student. The NYS Comprehensive English Regents and the Common Core English Regents will both be given in a Common Core English course. The higher student score will be utilized to determine the HEDI score for the teacher. HEDI points will be assigned by the percentage of students meeting or exceeding their individual growth targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>STUDENT GROWTH PERCENTAGE HEDI SCORE 87-100 20 POINTS 74-86 19 POINTS 61-73 18 POINTS</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>STUDENT GROWTH PERCENTAGE HEDI SCORE 57-60 17 POINTS 54-56 16 POINTS 51-53 15 POINTS 48-50 14 POINTS 46-47 13 POINTS 44-45 12 POINTS 43 11 POINTS 42 10 POINTS 41 9 POINTS</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>STUDENT GROWTH PERCENTAGE HEDI SCORE 36-40 8 POINTS 31-35 7 POINTS 27-30 6 POINTS 25-26 5 POINTS 23-24 4 POINTS 21-22 3 POINTS</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>STUDENT GROWTH PERCENTAGE HEDI SCORE 14-20 2 POINTS 6-13 1 POINTS 0-5 0 POINTS</p>

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
SPANISH III	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR SPANISH III ASSESSMENT

SPANISH II	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR SPANISH II ASSESSMENT
SPANISH 8	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR SPANISH 8 ASSESSMENT
ART 7	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR ART 7 ASSESSMENT
HOME & CAREER SKILLS 7	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR HOME & CAREER SKILLS 7 ASSESSMENT
PARENTING	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR PARENTING ASSESSMENT
TECHNOLOGY 8	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR TECHNOLOGY 8 ASSESSMENT
BAND	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL REGIONAL DEVELOPED BAND ASSESSMENT
CHORUS	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR CHORUS ASSESSMENT
BUSINESS ECONOMICS	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR BUSINESS ECONOMICS ASSESSMENT
BUSINEES LAW	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR BUSINESS LAW ASSESSMENT
HEALTH 8	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR HEALTH 8 ASSESSMENT
HEALTH & WELLNESS	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR HEALTH & WELLNESS ASSESSMENT
PHYSICAL EDUCATION K-12	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR PHYSICAL EDUCATION K-12 ASSESSMENT
ALGEBRA 8-9 (Non-Regents)	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR ALGEBRA 8-9 ASSESSMENT
CERAMICS	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR CERAMICS ASSESSMENT
ENGLISH 12	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR ENGLISH 12 ASSESSMENT
TRIGONOMETRY(Non-Regents)	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR TRIGONOMETRY ASSESSMENT
FILM STUDIES	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR FILM STUDIES ASSESSMENT
CRAFTS	District, Regional or BOCES-developed	A FORT PLAIN CENTRAL SCHOOL DISTRICT FOR CRAFTS ASSESSMENT

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

Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective

(SLO) to determine growth utilizing the FORT PLAIN CENTRAL SCHOOL DISTRICT developed assessment to establish a baseline of data for each students to measure growth of that student. HEDI points will be assigned by the percentage of students meeting or exceeding their individual growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	STUDENT GROWTH HEDI SCORE 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District goals for similar students.	STUDENT GROWTH HEDI SCORE 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District goals for similar students.	STUDENT GROWTH HEDI SCORE 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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

[assets/survey-uploads/12186/569301-avH4IQNZMh/Form_2_10_All_Other_Courses\[1\]_3.doc](assets/survey-uploads/12186/569301-avH4IQNZMh/Form_2_10_All_Other_Courses[1]_3.doc)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used 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.

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 Thursday, July 18, 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 ENTERPRISES ASSESSMENT
5	4) State-approved 3rd party assessments	STAR-READING ENTERPRISES ASSESSMENT
6	4) State-approved 3rd party assessments	STAR-READING ENTERPRISES ASSESSMENT
7	4) State-approved 3rd party assessments	STAR-READING ENTERPRISES ASSESSMENT
8	4) State-approved 3rd party assessments	STAR-READING ENTERPRISES ASSESSMENT

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

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

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.	Fifteen percent (15%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. The teacher utilizing a pre-assessment to set individual
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achievement targets. In absence of the Value Added Model the scale for HEDI scoring will be based upon 20 points. (See document in 3.3)

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 93-100 15 POINTS 85-92 14 POINTS
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 81-84 13 POINTS 77-80 12 POINTS 73-76 11 POINTS 72 10 POINTS 71 9 POINTS 70 8 POINTS
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 7 POINTS 66-67 6 POINTS 63-65 5 POINTS 61-62 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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 ENTERPRISES ASSESSMENT
5	4) State-approved 3rd party assessments	STAR-MATH ENTERPRISES ASSESSMENT
6	4) State-approved 3rd party assessments	STAR-MATH ENTERPRISES ASSESSMENT
7	4) State-approved 3rd party assessments	STAR-MATH ENTERPRISES ASSESSMENT
8	4) State-approved 3rd party assessments	STAR-MATH ENTERPRISES ASSESSMENT

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

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

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.	Fifteen percent (15%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement targets. The teacher utilizing a pre-assessment to set individual achievement targets. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target. In absence of the
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Value Added Model the scale for HEDI scoring will be based upon 20 points. (See document in 3.3)

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 93-100 15 POINTS 85-92 14 POINTS
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 81-84 13 POINTS 77-80 12 POINTS 73-76 11 POINTS 72 10 POINTS 71 9 POINTS 70 8 POINTS
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 7 POINTS 66-67 6 POINTS 63-65 5 POINTS 61-62 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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.

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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-READING ENTERPRISES ASSESSMENT
1	4) State-approved 3rd party assessments	STAR-READING ENTERPRISES ASSESSMENT
2	4) State-approved 3rd party assessments	STAR-READING ENTERPRISES ASSESSMENT
3	4) State-approved 3rd party assessments	STAR-READING ENTERPRISES ASSESSMENT

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 78-100 20 POINTS 74-77 19 POINTS 61-73 18 POINTS

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 57-60 17 POINTS 54-56 16 POINTS 51-53 15 POINTS 48-50 14 POINTS 46-47 13 POINTS 44-45 12 POINTS 43 11 POINTS 42 10 POINTS 41 9 POINTS
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 36-40 8 POINTS 31-35 7 POINTS 27-30 6 POINTS 25-26 5 POINTS 23-24 4 POINTS 21-22 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 14-20 2 POINTS 6-13 1 POINTS 0-5 0 POINTS

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 78-100 20 POINTS 74-77 19 POINTS 61-73 18 POINTS

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 57-60 17 POINTS 54-56 16 POINTS 51-53 15 POINTS 48-50 14 POINTS 46-47 13 POINTS 44-45 12 POINTS 43 11 POINTS 42 10 POINTS 41 9 POINTS
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 36-40 8 POINTS 31-35 7 POINTS 27-30 6 POINTS 25-26 5 POINTS 23-24 4 POINTS 21-22 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 14-20 2 POINTS 6-13 1 POINTS 0-5 0 POINTS

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	5) District, regional, or BOCES–developed assessments	Fort Plain Central School District developed 6 SCIENCE ASSESSMENT
7	5) District, regional, or BOCES–developed assessments	Fort Plain Central School District developed 7 SCIENCE ASSESSMENT
8	5) District, regional, or BOCES–developed assessments	Fort Plain Central School District developed 8 SCIENCE ASSESSMENT

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Student Achievement Percentage HEDI Score 83-84 17 POINTS

grade/subject.	81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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	5) District, regional, or BOCES–developed assessments	Fort Plain CSD developed 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Fort Plain CSD developed 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Fort Plain CSD developed 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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	Fort Plain Central School District developed Global 1 assessment
Global 2	5) District, regional, or BOCES-developed assessments	Fort Plain Central School District developed Global 2 assessment
American History	5) District, regional, or BOCES-developed assessments	Fort Plain 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.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Student Achievement Percentage HEDI Score 97-100 20 POINTS

achievement for grade/subject.	93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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	3) Teacher specific achievement or growth score computed locally	NYS LIVING ENVIRONMENT REGENTS ASSESSMENT
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS EARTH SCIENCE REGENTS ASSESSMENT
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS CHEMISTRY REGENTS ASSESSMENT
Physics	3) Teacher specific achievement or growth score computed locally	NYS PHYSICS REGENTS ASSESSMENT

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target.
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Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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	3) Teacher specific achievement or growth score computed locally	NYS COMMON CORE ALGEBRA 1 REGENTS ASSESSMENT/NYS INTEGRATED ALGEBRA 1 REGENTS ASSESSMENT
Geometry	3) Teacher specific achievement or growth score computed locally	NYS GEOMETRY REGENTS ASSESSMENT
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS ALGEBRA 2 REGENTS 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.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target. Students in Common Core Algebra 1 courses will be measured with both the Integrated and Common Core Algebra 1 Regents. The teachers will use the higher of the two assessments scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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	FORT PLAIN CENTRAL SCHOOL District developed 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	FORT PLAIN CENTRAL SCHOOL District developed 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS COMMON CORE ENGLISH REGENTS ASSESSMENT/ NYS Comprehensive English Regents Assessment

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

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

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target. Students in a Common Core course will be administered both the Comprehensive and Common Core English Regents. Teachers will use the higher of the two assessment scores.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student Achievement Percentage HEDI Score 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student Achievement Percentage HEDI Score 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student Achievement Percentage HEDI Score 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS</p>

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
Spanish 3	5) District/regional/BOCES-developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed SPANISH 3 ASSESSMENT

Spanish 2	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed SPANISH 2 ASSESSMENT
Spanish 7	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed SPANISH 7 ASSESSMENT
Art 7	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed ART 7 ASSESSMENT
Home & Career Skills 7	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed HOME & CAREERS SKILLS 7 ASSESSMENT
Parenting	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed PARENTING ASSESSMENT
Technology 8	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed TECHNOLOGY 8 ASSESSMENT
Band	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed BAND ASSESSMENT
Chorus	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed CHORUS ASSESSMENT
Business Economics	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed BUSINESS ECONOMICS ASSESSMENT
Business Law	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed BUSINESS LAW ASSESSMENT
Health 8	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed HEALTH 8 ASSESSMENT
Health & Wellness	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed HEALTH & WELLNESS ASSESSMENT
Physical Education k-12	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed PHYSICAL EDUCATION K-12 ASSESSMENT
English 12	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed ENGLISH 12 ASSESSMENT
Film Studies	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed FILM STUDIES ASSESSMENT
Trigonometry (Non-Regents)	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed TRIGONOMETRY ASSESSMENT
Algebra 8-9 (Non-Regents)	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed ALGEBRA 8-9 ASSESSMENT

Crafts 1	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed CRAFTS 1 ASSESSMENT
Ceramics	5) District/regional/BOCES–developed	FORT PLAIN CENTRAL SCHOOL DISTRICT developed CERAMICS ASSESSMENT

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the score is based on student achievement. The achievement target is agreed upon by the building principal and the teacher, however the building principal must approve of the achievement target. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of the students meeting their target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 97-100 20 POINTS 93-96 19 POINTS 85-92 18 POINTS
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 83-84 17 POINTS 81-82 16 POINTS 79-80 15 POINTS 77-78 14 POINTS 75-76 13 POINTS 73-74 12 POINTS 72 11 POINTS 71 10 POINTS 70 9 POINTS
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 68-69 8 POINTS 66-67 7 POINTS 63-65 6 POINTS 62 5 POINTS 61 4 POINTS 60 3 POINTS
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentage HEDI Score 45-59 2 POINTS 21-44 1 POINTS 0-20 0 POINTS

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)

assets/survey-uploads/12149/569394-Rp00l6pk1T/Form_3_12_All_Other_Courses[1]_2.doc

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.

(No response)

3.14) Locally Developed Controls

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

No adjustments, controls, or other special considerations will be used in setting targets for local measures.

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 multiple measures scores on subcomponent will be translated into one overall score/rating:

Step 1: Evaluator will assess the results of each measure separately, arriving at a HEDI rating between 0-20 points.

Step 2: Each measure must then be weighted proportionately based on the number of students included in all measures. This will provide for one overall growth component score between 0-20 points.

Step 3: Add the points for overall composite score.

Example: Teacher A has multiple (3) measures

Sample teacher with three measures: 1:(30 students) 2:(25 students) 3:(20 students)

Step 1: Assess results of each measure separately 17/20 points

Effective 15/20 points

Effective 19/20 points

Highly Effective

Step 2: Weigh each measure proportionately

(round up) 30 students/75 total students = 40% of all students 25 students/75 total students = 33% of all students

20 students/75 total students = 27% of all students

Step 3: Calculate proportional points for each measure 17 points X 40% = 7 points 15 points X 33% = 5 points 19 points X 27% = 5 points

OVERALL COMPONENT SCORE: 17 points (Effective)

THIS SAME PROCESS WOULD BE UTILIZED FOR A VALUED-ADDED MEASURE OF 15 POINTS.

IN THE EVENT OF A FRACTIONAL PART, IT IS AGREED THAT THE SCORE WOULD BE ROUNDED UP TO THE NEXT NEAREST WHOLE NUMBER POINT VALUED. Rounding will not cause or permit the teacher to move between the HEDI Categories.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, July 23, 2013

Updated Thursday, June 12, 2014

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	(No response)
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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]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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.

Classroom Observation (60%): The District shall assign an appropriately trained evaluator to perform two (2) classroom observations, one formal and one informal, one of which will be unannounced, for tenured teachers. Probationary teachers will receive three (3) classroom observations, two (2) formal and (1) one informal which will be unannounced. These observations may be performed directly or by videotape with the mutual agreement of all parties. Charlotte Danielson's The Framework for Teaching (2011 Revised Edition) will be used for classroom observations.

Tenured Teacher Observations

Every tenured teacher will be observed two (2) times during the year, one of which will be unannounced. Observations may commence September 30th of each school year. The unannounced classroom observation may consist of one visitation or multiple visitations of shorter duration, however, these visitations will not exceed forty (40) minutes in totality. The administration will provide a scored rubric upon completion of the unannounced observation. The formal observation will be a full class period and will include a pre-conference and post-conference meeting with the administrator using the components of The Framework for Teaching. During the pre-conference meeting, the teacher is expected to provide a Pre-observation Reflection Form and a completed Domain 1 in the

Teacher Observation Form to review with the administrator. Within ten (10) business days of the formal observation a post-conference will occur. The conference will allow for a professional dialogue to take place between the teacher and the administrator to review the lesson, address commendations/recommendations for the future and discuss components of The Framework for Teaching that were evaluated on the Teacher Observation Form. Prior to the post-conference, the teacher will provide a Post-observation Reflection Form. To fulfill the points in the required Domain 4, the teacher will provide six (6) evidentiary pieces representing each of the components prior to June 2nd of each school year. After the formal observation, the administrator will provide an assessment for the teacher to review. An additional observation may be requested by the teacher.

Probationary Teacher Observations

Every probationary teacher will be observed three (3) times during the year: two (2) formal and one (1) informal which will be unannounced. Observations may commence September 30th of each school year. The administration will provide a scored rubric upon completion of the unannounced observation. All observations will be a full class period. Formal observations will include a pre-conference and post-conference meeting with the administrator. Prior to the pre-conference meeting, a completed lesson plan and Pre-observation Reflection Form will be submitted to the building principal. Domain 1 in the Teacher Observation Form will be completed in conjunction with the administrator. Within ten (10) business days of the formal observation a post-conference will occur. The conference will allow for a professional dialogue to take place between the teacher and the administrator to review the lesson, address commendations/recommendations for the future and discuss components of The Framework for Teaching that were evaluated on the Teacher Observation Form. Prior to the post-conference, the teacher will provide the Post-observation Reflection Form. To fulfill the points in the required Domain 4, the teacher will provide six (6) evidentiary pieces representing each of the components prior to June 2nd of each school year. After the observation, the administrator will provide an assessment of the observation(s) for the teacher to review. An additional observation may be requested by the teacher.

Scoring Methodology for the 60% Teacher Effects Measures

The subcomponents of Domains 2-3 will be assigned 1-4 scores during each classroom observation (formal/announced and informal/unannounced). The subcomponents of Domain 1 will be scored 1-4 based on the evidence submitted during the pre-observation conference held prior to each formal/announced observation. The subcomponents of Domain 4 will be scored (1-4) based on artifacts submitted during annual summative review conference held prior to June 2 of each year. The scores of the subcomponents of Domains 2 & 3 will be averaged together. The scores for Domains 2 & 3 will be weighted to account for 40 out of 60 points, and the scores for Domains 1 & 4 will be weighted to account for the 20 out of 60 points.

An average 1-4 Domain Score will be determined for each domain by averaging the scores of all subcomponents rated within each domain. The four Domain Scores will averaged together to compute a Final Average Rubric Score(1-4). The Final Average Rubric score will be converted to a 0-60 HEDI score using the attached conversion scale.

The 1-4 Final Average Rubric Scores on the attached conversion chart are the minimum values necessary to earn the corresponding 0-60 HEDI scores. In the event the HEDI score ends in a decimal, it will be rounded to the next whole number according to standard rounding rules. Rounding will not cause or permit the teacher to move between the HEDI Categories.

Teacher Effects Conversion Scale

Level Overall rubric average score 60 point distribution for composite

Ineffective 1-1.4 0-49

Developing 1.5-2.4 50-56

Effective 2.5-3.4 57-58

Highly Effective 3.5-4 59-60

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score Category Conversion score for composite

Ineffective 0-49

1.000 0

1.008 1

1.017 2

1.025 3

1.033 4

1.042 5

1.050 6

1.058 7

1.067 8
1.075 9
1.083 10
1.092 11
1.100 12
1.108 13
1.115 14
1.123 15
1.131 16
1.138 17
1.146 18
1.154 19
1.162 20
1.169 21
1.177 22
1.185 23
1.192 24
1.200 25
1.208 26
1.217 27
1.225 28
1.233 29
1.242 30
1.250 31
1.258 32
1.267 33
1.275 34
1.283 35
1.292 36
1.300 37
1.308 38
1.317 39
1.325 40
1.333 41
1.342 42
1.350 43
1.358 44
1.367 45
1.375 46
1.383 47
1.392 48
1.400 49

Developing 50-56

1.5 50
1.6 50.7
1.7 51.4
1.8 52.1
1.9 52.8
2 53.5
2.1 54.2
2.2 54.9
2.3 55.6
2.4 56.3

Effective 57-58

2.5 57
2.6 57.2
2.7 57.4
2.8 57.6
2.9 57.8
3 58
3.1 58.2

3.2 58.4
 3.3 58.6
 3.4 58.8
 Highly Effective 59-60
 3.5 59
 3.6 59.3
 3.7 59.5
 3.8 59.8
 3.9 60
 4 60.25 (round 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.

(No response)

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.	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 of students learning standards for grade/subject.
Effective: Overall performance and results meet NYS Teaching Standards.	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 of students learning standards for grade/subject.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	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 of students learning standards for grade/subject.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	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 of students learning standards for grade/subject.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

- Both

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

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Updated Thursday, February 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Tuesday, May 27, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/572180-Df0w3Xx5v6/teacher improvement plan 2013-2014.pdf](assets/survey-uploads/12193/572180-Df0w3Xx5v6/teacher%20improvement%20plan%202013-2014.pdf)

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

APPR Appeals Process

1. Right to Appeal

- Only tenured teachers who receive an APPR rating of “Ineffective” or “Developing” may appeal through the APPR Appeals Form. A teacher may file only one appeal from a single APPR.
- Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be

attached to the APPR. Tenured teachers may submit written rebuttals within ten (10) school days of determination of “Effective” and “Highly Effective” if desired, but may not appeal the rating.

2. Teacher Request for Supporting Documents

Within five (5) school days of receipt of the APPR, or the issuance of the TIP, or the district’s alleged failure to implement a TIP component, a teacher may request, in writing, that the administrator issuing the APPR provide the teacher a copy of any and all documents and written material upon which the APPR was based.

Basis

The burden of proof to establish a rational basis for the appeal rests with the teacher and he/she may only appeal an overall evaluation for one (1) of the following reasons:

- The substance of the APPR
- Adherence to standards and methodologies required for such review
- Adherence to the Commissioner’s regulations
- The issuance and/or implementation of the terms of an improvement plan in connection with an “Ineffective” or “Developing” determination

3. Filing of Appeal by Tenured Teacher

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

4. Review by APPR Appeals Committee

- Appeals shall be referred for consideration by the APPR Appeals Committee, a committee made up of one (1) administrator (not to include the evaluator) from within the District and the Superintendent of Schools, and two (2) tenured teachers from within the District appointed by the President of the FPTA. The President will also select an alternate from within the District. All members of the committee and the alternate shall be required to complete the training required of lead evaluators under the APPR regulations.
- The APPR Appeals Committee shall convene to consider an appeal within ten (10) school days of the filing of the appeal.
- To the extent modification by mutual agreement including modifying the time frame in the appeals procedures these time frames will be carried out in a timely and expeditious manner in accordance with Education Law Section 3012-c.

5. Determination of Appeal

- The APPR Appeals Committee may modify the TIP, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (not the original evaluator) and a trained teacher.
- A written determination will be rendered within fifteen (15) school days from the date the Appeals Committee meets to review the appeal. The Appeals Committee’s written determination shall be final and binding where it represents the Committee’s majority opinion.
- In the event there is no majority opinion of the APPR Appeals Committee, the Superintendent of Schools will make the final determination. Superintendent’s determination will be made in a timely and expeditious time frame in accordance with Education Law § 3012-c.
- The determination of the appeal process pursuant to the above process is final and binding, and is not subject to any further appeal. Failure of either the District or the FPTA to abide by the above agreed upon process is subject to the grievance procedure.

6. Training for FPTA members

It is the responsibility of the District to provide the necessary training required for all aspects of the APPR. Any financial cost will be paid by the District.

Probationary Teachers

The District retains its right with respect to probationers; to terminate or deny tenure to probationary teachers for constitutionally and statutorily permissible reasons other than the performance that is the subject of an appeal while the appeal is pending.

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.

Training of Evaluators

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. New York State Evaluator training will replicate the recommended Education Department (NYSED) model certification process. The District will ensure that all evaluators are trained as lead evaluators. Each school year this training is 20 hours of seat time for new evaluators and a minimum of 10 hours of seat time for refresher course provided each school year. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

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

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

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

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

Timing

- The lead evaluator(s) and principals shall be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

Training sessions:

Initial training for new evaluators will consist of twenty (20) hours. Refresher training session will be a minimum of ten (10) hours, each school year.

Re-Certification and Updated Training

The District will work to ensure that the lead evaluator(s) maintain inter-rater reliability over time and that they are re-certified 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	Checked
---	---------

Commissioner.

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, July 23, 2013

Updated Wednesday, April 30, 2014

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

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

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

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

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

PK-6
7-12

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)/courses(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
------------------------	----------------------------	------------------------

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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)

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Updated Thursday, June 12, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	STAR Reading Enterprise & STAR Math Enterprise
7-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise & STAR Math Enterprise, NYS Comprehensive English Regents and the Common Core English Regents, NYS Common Core Algebra 1 Regents & NYS Integrated Algebra.

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.	<p>Locally-selected Measures of achievement targets will be determined by the principal in collaboration with the superintendent for approval to be rigorous and comparable across grade levels and school buildings.</p> <p>HEDI points will be assigned by the percentage of students in the building who meet or exceed their individual achievement targets.</p> <p>HEDI points will be assigned on a twenty point scale in the absences of a value added model and on a fifteen point scale after the implementation of a value added model.</p> <p>Both English and Algebra 1 Regents examinations will be administered in Common Core Courses and the higher score of the students will be used for APPR purposes.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Student Achievement Percentage scores between:</p> <p>96-100% 15 points</p> <p>90-95% 14 points</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Student Achievement Percentage scores between:</p> <p>85-89% 13 points</p> <p>81-84% 12 points</p> <p>77-80% 11 points</p> <p>73-76% 10 points</p>

69-72% 9 points

65-68% 8 points

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

Student Achievement Percentage scores between:

63-64% 7 points

61-62% 6 points

59-60% 5 points

57-58% 4 points

55-56% 3 points

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

Student Achievement Percentage scores between:

37-54% 2 points

19-36% 1 points

0-18% 0 points

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/12190/572207-qBFVOWF7fC/20 points hedi scale.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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, July 24, 2013

Updated Thursday, June 12, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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]	35
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 25

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](#)

(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.	Checked
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

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)

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.

In our system, if a Principal received a rating of Ineffective in all areas as a result of the site visits, their resulting score for the site visit will be a zero.

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/12205/572590-pMADJ4gk6R/principals apr calculations 20132014_4.dotm](#)

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

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

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60 POINTS
Effective	38-53 POINTS
Developing	28-37 POINTS
Ineffective	0-27 POINTS

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Wednesday, July 24, 2013

Updated Tuesday, March 18, 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	54-60 POINTS
Effective	38-53 POINTS
Developing	28-37 POINTS
Ineffective	0-27 POINTS

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 Wednesday, July 24, 2013

Updated Tuesday, May 27, 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/12168/572615-Df0w3Xx5v6/Principal Improvement Plan Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principal Appeals Process:

Basis: The burden of proof to establish a rational basis for the appeal rests with the principal and he/she may only appeal an overall evaluation for one (1) of the following reasons:

- The substance of the APPR

- Adherence to standards and methodologies required for such review
- Adherence to the Commissioner’s regulations
- The issuance and/or implementation of the terms of an improvement plan in connection with an “Ineffective” or “Developing” determination

Procedure for Principal: Probationary principals may submit a written rebuttal that will be attached to the APPR in the members personnel file. Probationary principals may not appeal the APPR. Tenured principals may submit written rebuttals within ten (10) school days of determination of “Effective” and “Highly Effective” if desired, but may not appeal the rating.

APPR Appeals Process:

1. Right to Appeal

- Only tenured principals who receive an APPR rating of “Ineffective” or “Developing” may appeal. A principal may file only one appeal from a single APPR.
- Probationary principals may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR.

2. Principal Request for Supporting Documents

Within five (5) school days of receipt of the APPR, or the issuance of the PIP or the district alleged failure to implement a PIP component, a principal may request, in writing, that the supervising administrator issuing the APPR provide the principal a copy of any and all documents and written material upon which the APPR was based.

3. Filing of Appeal by Tenured Principal

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

4. Review by APPR Appeals Committee

- Appeals shall be referred for consideration by the APPR Appeals Committee, a committee made up of one (1) administrator (not to include the evaluator) from within the District and the Superintendent of Schools. Appeals of the implementation of the PIP must be filed within 10 school days of the alleged failure by the District to implement a part of the improvement plan.
- The APPR Appeals Committee shall convene to consider an appeal within ten (10) school days of the filing of the appeal.
- To the extent necessary modification by mutual agreement including the time frame in the appeals procedure will be carried out in a timely and expeditious manner in accordance with Education Law Section 3012-c.

5. Determination of Appeal

- The APPR Appeals Committee may modify the PIP, set aside the rating, uphold the rating and/or call for a new review conducted by an administrator (not the original evaluator).
- A written determination will be rendered within fifteen (15) school days from date the APPR APPEALS COMMITTEE meets to consider appeal.
- In the event there is no majority opinion of the APPR Appeals Committee, the Superintendent of Schools will make the final determination. Superintendent’s determination will be made in a timely and expeditious time frame in accordance with Education Law 3012-c.
- The determination of the appeal process pursuant to the above process is final and binding, and is not subject to any further appeal. Failure of either the District or the Superintendent to abide by the above agreed upon process is subject to the grievance procedure.

Probationary Principals:

The District retains its right with respect to probationers, to terminate or deny tenure to probationary principals for constitutionally and statutorily permissible reasons other than a performance being appealed while an appeal is pending.

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.

Training is being conducted by our local BOCES, Hamilton-Fulton-Montgomery BOCES, which has been comprised of four modules each a minimum of four hour sessions involving the General Lead Evaluator training provided by our Network Team which incorporates the nine elements found in Section 30.-2.9b of the Commissioner's Regulations. In addition, our district will be requiring each administrator to receive the MPPR training certification and each administrator will need to update their training to be re-certified each year utilizing the MPPR program. The inter-rater reliability training will consist of 20-30 hours of online sessions and the annual update or re-certification will involve a four (4) hour online session.

The Board of Education will certify Lead Evaluators upon receipt of evidence of the initial training.

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 Wednesday, July 24, 2013

Updated Friday, June 13, 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/12158/572641-3Uqgn5g9Iu/apprcertificationform6122014.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.

Form 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
Digital Photography	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Fort Plain Central School District developed Digital Photography assessment
Direct Consultant Teaching 9	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR-READING ENTERPRISES ASSESSMENT
12:1:1 & Resource Room	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR-READING ENTERPRISES ASSESSMENT
15:1:1 Special Education	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR-READING ENTERPRISES ASSESSMENT

Form 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
Kindergarten-2 nd Grade 12:1:1	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR EARLY LITERACY AND STAR MATH ENTERPRISES
Grades 1-2 Direct Consultant Teaching	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	STAR EARLY LITERACY AND STAR MATH ENTERPRISES
12:1:1 Language & Skills Development GRADES 3,4,5	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADE 3, 4 AND 5 ELA AND MATH ASSESSMENTS
8:1:1 Behavioral Skills Development	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADES 6,7,AND 8 ELA AND MATH ASSESSMENTS

Form 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
12:1:1 LANGUAGE & SKILLS DEVELOPMENT GRADES 6,7&8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADES 6,7&8 ELA AND MATH ASSESSMENTS
Grades 3,4,5,6,7&8 Direct Consultant Teaching	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADES 3,4,5,6,7&8 ELA AND MATH ASSESSMENTS
12:1:1 Language & Skills Development GRADES 7 & 8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADE 7 & 8 ELA AND MATH ASSESSMENTS
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

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

Growth Measures subcomponent. Include any district-determined expectations for student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Twenty percent (20%) of the score is based on student growth. The growth target is agreed upon by the building principal and the teacher, however the building principal must approve of the individual growth target. If the State does not provide a growth measure, the teacher must create a Student Learning Objective (SLO) to determine growth utilizing the FORT PLAIN CENTRAL SCHOOL DISTRICT developed assessment or for the Special Education classes STAR-READING ENTERPRISES assessment to establish a baseline of data for each student to measure growth of that student.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>GROWTH PERCENTAGE</p> <p>87-100</p> <p>74-86</p> <p>61-73</p>	<p>HEDI SCORE</p> <p>20 POINTS</p> <p>19 POINTS</p> <p>18 POINTS</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>GROWTH PERCENTAGE</p> <p>57-60</p> <p>54-56</p> <p>51-53</p> <p>48-50</p> <p>46-47</p> <p>44-45</p> <p>43</p> <p>42</p> <p>41</p>	<p>HEDI SCORE</p> <p>17 POINTS</p> <p>16 POINTS</p> <p>15 POINTS</p> <p>14 POINTS</p> <p>13 POINTS</p> <p>12 POINTS</p> <p>11 POINTS</p> <p>10 POINTS</p> <p>9 POINTS</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>GROWTH PERCENTAGE</p> <p>36-40</p> <p>31-35</p>	<p>HEDI SCORE</p> <p>8 POINTS</p> <p>7 POINTS</p>

	27-30	6 POINTS
	25-26	5 POINTS
	23-24	4 POINTS
	21-22	3 POINTS
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	GROWTH PERCENTAGE	HEDI SCORE
	14-20	2 POINTS
	6-13	1 POINT
	0-5	0 POINTS

Locally Selected Measure (Points)

Highly

Effective

20 19 18

100-97 96-93 92-85

Effective

17 16 15 14 13 12 11 10 9

84-83 82-81 80-79 78-77 76-75 74-73 72 71 70

Developing

8 7 6 5 4 3

69-68 67-66 65-63 62 61 60

Ineffective

2 1 0

59-45 44-21 20-0

Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Digital Photography	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	FORT PLAIN CENTRAL SCHOOL District developed Digital Photography assessment
Direct Consultant Teaching 9	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input checked="" type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	STAR-READING ENTERPRISES ASSESSMENT
12:1:1 & Resource	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State 	STAR-READING ENTERPRISES

Room	<ul style="list-style-type: none"> <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input checked="" type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	ASSESSMENT
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
15:1:1 Special Education	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input checked="" type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	STAR-READING ENTERPRISES ASSESSMENT

Course(s) or Subject(s)	Option	Assessment
12:1:1 LANGUAGE & SKILLS DEVELOPMENT GRADES 6,7&8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADES 6,7&8 ELA AND MATH ASSESSMENTS
Grades 3,4,5,6,7&8 Direct Consultant Teaching	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADES 3,4,5,6,7&8 ELA AND MATH ASSESSMENTS
12:1:1 Language & Skills Development GRADES 7 & 8	<input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	NYS GRADE 7 & 8 ELA AND MATH ASSESSMENTS
	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	

Teacher Improvement Plan Form Tier 1

Teacher: _____ Administrator: _____

FPTA Representative: _____ Date: _____

Rationale for Teacher Improvement Plan:

The teacher received an (ineffective/developing) evaluation on _____ Based on that evaluation, the following Teacher Improvement Plan has been established:

Definition of the Problem:

Improvement of student scores on state and/or local assessments

Statement of the Goals:

"A year's worth of growth for a year's worth of instruction."

If specific percentages are being defined for this growth it can be determined at your TIP meeting.

Intervention Strategies:

- Weekly Assessments
- Interim Assessments
- RTI
- Pre and Post Assessments
- STAR
- Benchmarks
- Unit Tests
- Common Planning Goals
- Building Level Team Goals
- Aligning to State Assessments Questions
- 21st Century Skills
- Graphic Organizers
- 6 Shifts in ELA/Math (Common Core)
- Formative/Summative Work
- Formal Data to Guide Instruction
- Test Taking Strategies
- Questioning Techniques
- Co-Teach Model
- Other

Resources:

- Grade Level/Department meetings
- Mentors/Supervisors/Principals
- District Level PD
- Site Level PD
- Out of District PD
- Conferences
- Collegial Observations
- Professional Literature Review
- Informal walk-throughs with feedback
- Other

Sample Indicators of Success:

- Weekly Assessment Results
- Interim Assessment Results
- Pre and Post Assessment Results
- Data Driven Instruction
- STAR Growth Results
- Unit Tests Aligned to Standards
- Formative/Summative Work Results
- Other

Timeline for Achieving Improvement:

This is specific to the tools selected under intervention strategies. Example: If weekly assessments are the tool then documentation would occur weekly. If STAR is selected, then when these tests were administered would be the timeline. Some timelines may not be able to be defined at the development of this TIP plan and a statement sentence of "on going as opportunities present" should be included in this section.

Teacher: _____ Date: _____

FPTA representative: _____ Date: _____

Principal: _____ Date: _____

Teacher Improvement Plan Form Tier 2

Teacher: _____ Administrator: _____

FPTA Representative: _____ Date: _____

Rationale for Teacher Improvement Plan:

The teacher received an (ineffective/developing) evaluation on _____ Based on that evaluation, the following Teacher Improvement Plan has been established:

Definition of the Problem:

Statement of Domain and Component(s) in need of improvement:

Statement of the Goals:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking
- Learning tasks that require high level student thinking
- Students highly motivated to work on challenging tasks
- Students actively working
- Suitable pacing of the lesson

Intervention Strategies:

- Small group mentoring
- Weekly meetings
- Common Formative Assessments aligned to curriculum map
- Identify areas of strengths and weaknesses for each student
- Create challenging learning experiences
- Project based discovery learning and group work
- Monthly meetings with Administrator to review TIP
- Collegial collaboration (specific topic)
- Other

Fort Plain Central School District

Teacher Improvement Plan Form Tier 2

Resources:

- Research-based instructional strategies
- Mentors/Supervisors/Principals
- District developed curriculum maps
- Pre-assessment
- Professional Development
- Conferences
- Collegial Observations
- Professional Literature Review
- Informal walk-throughs with feedback
- Other

Sample Indicators of Success:

- Small group mentoring sessions
- Interim Assessment Results
- Pre and Post Assessment Results
- Data Driven Instruction
- STAR Growth Results
- Review of Learning Plan
- Formative/Summative Work Results
- Informal walkthrough feedback
- Results of Project Based Unit
- Reflection Journal
- Other

Timeline for Achieving Improvement (to be decided on an individual basis):

- Small group mentoring
- Action plan/Diary Mapping
- Meetings for feedback
- Walkthroughs
- Other

Teacher: _____

FPTA representative: _____

Principal: _____

Date: _____

Date: _____

Date: _____

Locally Selected Measure (Points)

Highly

Effective

20 19 18

100-97 96-93 92-85

Effective

17 16 15 14 13 12 11 10 9

84-83 82-81 80-79 78-77 76-75 74-73 72 71 70

Developing

8 7 6 5 4 3

69-68 67-66 65-63 62 61 60

Ineffective

2 1 0

59-45 44-21 20-0

Component Details:

This APPR Plan will apply to our building principals utilizing the Multidimensional Principal Performance Rubric (MPPR) is identified as the rubric for use in the evaluation system.

1) 60% Other Measures: The remaining 60% of the system is comprised of the following subcomponents: multiple school visits, goals supporting instruction and school documents and artifacts.

a) 25points- Principal goals supporting instruction: annual goals, review of school documents/ records, and activities that support the Board of Education’s goals. From year to year the number of goals develop by the principal may vary, but scoring will still be according to the rubric below. The goals will be evaluated using the Goals Setting and Attainment Domain of the MPPR. Even distribution of points based on total number of goals. Goals will be developed and evaluated based on the following rubric:

	Highly Effective	Effective	Developing	Ineffective
All Goals	23-25	18-22	15-17	0-14
Each Goal	11-13	7-10	4-6	0-3

Description: Highly Effective-Goals are developed and implemented that lead to an articulated future vision of the school. Others are empowered to carry on the work independently.

Effective-Goals are developed and implemented. Others are working alongside the principal.

Developing-Goals are developed and implemented somewhat; most of the work is completed by the principal.

Ineffective-There is no evidence of developed or implemented goals for the school

Example: If principal has four (4) goals:	Goal #1	Score – 10
	Goal #2	Score – 4
	Goal #3	Score – 8
	Goal #4	Score - 10
Add scores		32 / 52 = 71%
Convert into terms of 25 points		25 x 62% = 15.5 round up

Goals score is 16 points - Developing

b) 35% Multiple School Visits: Informal supportive visits to the building that result in timely feedback between the principal and the superintendent. Feedback will link either to a rubric element or a principal's goal supporting instruction, school documents and artifacts: various documents and artifacts that support areas of the MPPR rubric.

Example of School Visit Scoring:			Visit #1	Visit #2
Domain #1	Culture score	(1-4)	3	2
	Sustainability	(1-4)	4	3
Domain #2	Culture	(1-4)	1	4
	Instructional Program	(1-4)	3	2
	Capacity Building	(1-4)	1	3
	Sustainability	(1-4)	3	3
	Strategic Planning	(1-4)	2	3
Domain #3	Capacity Building	(1-4)	1	3
	Culture	(1-4)	1	2
	Sustainability	(1-4)	1	3
	Instructional Program	(1-4)	1	4
Domain #4	Strategic Planning	(1-4)	3	2
	Culture	(1-4)	3	3
	Sustainability	(1-4)	3	2
Domain #5	Sustainability	(1-4)	2	3
	Culture	(1-4)	2	4
Domain #6	Sustainability	(1-4)	1	3
	Culture	(1-4)	1	4
Other Goal Setting	Uncovering Goals	(1-4)	3	3
	Strategic Planning	(1-4)	3	3

Taking Action	(1-4)	3	3
Evaluating Attainment	(1-4)	3	3
Total possible points	(88 points)	48	65

$$48 + 65 = 113 / 176 \text{ is } 64.2\% \text{ round down to } 64\%$$

$$64\% \times 35 = 22.4 \text{ round down } 22 \text{ points- Developing}$$

Multiple school visits and school documents/artifacts areas will be awarded points based on the following rubric:

	Highly Effective	Effective	Developing	Ineffective
Points	32-35	26-31	22-25	0-21

Description: Highly Effective: There is evidence throughout the school of teacher/student initiated activities that support student improvement, district/school goals, and areas on the MPPR rubric. Evidence shows direct links to district/school student performance goals.

Effective: There is evidence throughout the school of teacher/student initiated activities that support student improvement, district/school goals, and areas on the MPPR rubric.

Developing: There is some evidence of activities that support student improvement and district/school goals. Evidence noted is in response to administrative duties.

Ineffective: There is no evidence of activities that support student improvement and district/school goals.

Calculating Composite Score for Other Measures:

The final score is determined by adding points earned on a minimum of three (3) informal observations for a probationary principal and two (2) informal observations for a tenured principal to the score on the principal's goals which will equal the Other Measures score.

The process for determining points earned on informal observations and the principal goals setting are given in examples shown above. Standard rounding rules will apply, but in no case will rounding result in a principal moving between HEDI Categories.

Details of Timely and Constructive Feedback Provided to Principals: Time will be allotted during the regular monthly meetings between the Superintendent and the Principals to provide feedback on an

individual bases regarding goals, school visits, school documents and artifacts. The summative evaluation will be completed no later than June 30th of each school year.

Fort Plain Central School District

Principal Improvement Plan Form

Principal: _____ Superintendent: _____

Date: _____

Rationale for Principal Improvement Plan:

The principal received an (ineffective/developing) evaluation on _____. Based on that evaluation, the following Principal Improvement Plan has been established:

Definition of the Problem:

Statement of the Goals:

Intervention Strategies:

Resources:

Sample Indicators of Success:

Timeline for Achieving Improvement:

Principal: _____

Date: _____

Superintendent: _____

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.

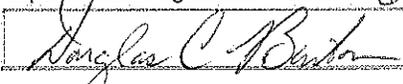
The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the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

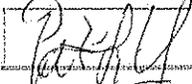
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

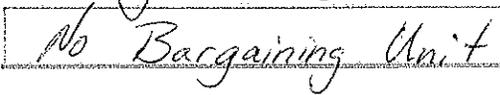
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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: 6/12/14


Teachers Union President Signature: Date: 6/12/14


Administrative Union President Signature: Date:


Board of Education President Signature: Date: 6/12/14
