



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

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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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October 22, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Patrick Michel

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

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

# Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Tuesday, August 28, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

*Not applicable*

#### 1.4) Award Classification

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

- 
- Governor's Management Efficiency Grant
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*2011-12; 2012-13*

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

Created Tuesday, May 22, 2012

Updated Thursday, October 18, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Twenty percent (20%) of the score is based on student growth. If the State does not provide a growth measure, the teacher most

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	create a Student Learning Objective to determine growth utilizing the STAR-Early Literacy assessment. Baseline data will be used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	STAR-STUDENT GROWTH PERCENTILE HEDI SCORE 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).	STAR-STUDENT GROWTH PERCENTILE 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 state average for similar students (or District goals if no state test).	STAR-STUDENT GROWTH PERCENTILE 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 state average for similar students (or District goals if no state test).	STAR-STUDENT GROWTH PERCENTILE HEDI SCORE 14-20 2 POINTS 6-13 1 POINT 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 Enterprise
1	State-approved 3rd party assessment	STAR-Math Enterprise
2	State-approved 3rd party assessment	STAR-Math Enterprise
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	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 to determine growth
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2.11, below.	utilizing the STAR-Math assessment. Baseline data will be used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	STAR-STUDENT GROWTH PERCENTILE HEDI SCORE 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).	STAR-STUDENT GROWTH PERCENTILE 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 state average for similar students (or District goals if no state test).	STAR-STUDENT GROWTH PERCENTILE 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 state average for similar students (or District goals if no state test).	STAR-STUDENT GROWTH PERCENTILE HEDI SCORE 14-20 2 POINTS 6-13 1 POINT 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	District developed grade 6 science assessment scored by a teacher within that content area (but a teacher cannot score their own)
7	District, regional or BOCES-developed assessment	District developed grade 7 science assessment scored by a teacher within that content area (but a teacher cannot score their own)
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 to determine growth utilizing a District developed assessment. Baseline data will be
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used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their target.

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

DISTRICT STUDENT GROWTH HEDI SCORE  
 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).

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

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

DISTRICT STUDENT GROWTH HEDI SCORE  
 45-59 2 POINTS  
 21-44 1 POINT  
 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	District developed grade 6 social studies assessment scored by a teacher within that content area (but a teacher cannot score their own)
7	District, regional or BOCES-developed assessment	District developed grade 7 social studies assessment scored by a teacher within that content area (but a teacher cannot score their own)
8	District, regional or BOCES-developed assessment	District developed grade 8 social studies assessment scored by a teacher within that content area (but a teacher cannot score their own)

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

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

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 to determine growth utilizing a District developed assessment. Baseline data will be used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their target.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	DISTRICT 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.	DISTRICT 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.	DISTRICT 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.	DISTRICT STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINT 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	District developed Global 1 assessment scored by a teacher within that content area (but a teacher cannot score their own)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 to determine growth utilizing a District developed assessment. Baseline data will be used to determine the growth targets, which teachers will be
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judged upon based upon a percentage of students meeting their target.

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

DISTRICT 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.

DISTRICT 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.

DISTRICT 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.

DISTRICT STUDENT GROWTH HEDI SCORE  
45-59 2 POINTS  
21-44 1 POINT  
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 student performance.

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

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 to determine growth utilizing a District developed assessment. Baseline data will be used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their

	target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	DISTRICT 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.	DISTRICT 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.	DISTRICT 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.	DISTRICT STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINT 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 to determine growth utilizing a District developed assessment. Baseline data will be used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their target.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	DISTRICT 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.	DISTRICT 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.	DISTRICT 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.	DISTRICT STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINT 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 Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR-Reading Enterprise
Grade 11 ELA	Regents assessment	Regent Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 to determine growth utilizing the STAR-READING assessment. Baseline data will be used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their target.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	STAR-STUDENT GROWTH PERCENTILE HEDI SCORE 87-100 20 POINTS 74-86 19 POINTS 61-73 18 POINTS
Effective (9 - 17 points) Results meet District goals for similar students.	STAR-STUDENT GROWTH PERCENTILE 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 goals for similar students.	STAR-STUDENT GROWTH PERCENTILE 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 goals for similar students.	STAR-STUDENT GROWTH PERCENTILE HEDI SCORE 14-20 2 POINTS 6-13 1 POINT 0-5 0 POINTS

## 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	District developed Spanish III assessment scored by a teacher within that content area (but a teacher cannot score their own)
Spanish II	District, Regional or BOCES-developed	District developed Spanish II assessment scored by a teacher within that content area (but a teacher cannot score their own)
Spanish 8	District, Regional or BOCES-developed	District developed Spanish 8 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Art 7	District, Regional or BOCES-developed	District developed Art 7 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Home & Career Skills 7	District, Regional or BOCES-developed	District developed Home & Career Skills 7 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Parenting	District, Regional or BOCES-developed	District developed Parenting assessment scored by a teacher within that content area (but a teacher cannot score their own)
Technology 8	District, Regional or BOCES-developed	District developed Technology 8 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Band	District, Regional or BOCES-developed	District developed Band assessment scored by a teacher within that content area (but a teacher cannot score their own)
Chorus	District, Regional or BOCES-developed	District developed Chorus assessment scored by a teacher within that content area (but a teacher cannot score their own)

Business Economics	District, Regional or BOCES-developed	District developed Business Economics assessment scored by a teacher within that content area (but a teacher cannot score their own)
Business Law	District, Regional or BOCES-developed	District developed Business Law assessment scored by a teacher within that content area (but a teacher cannot score their own)
Health 8	District, Regional or BOCES-developed	District developed Health 8 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Health & Wellness	District, Regional or BOCES-developed	District developed Health & Wellness assessment scored by a teacher within that content area (but a teacher cannot score their own)
Physical Education K-12	District, Regional or BOCES-developed	District developed Physical Education K-12 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Algebra 8-9	District, Regional or BOCES-developed	District developed Algebra 8-9 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Ceramics	District, Regional or BOCES-developed	District developed Ceramics assessment scored by a teacher within that content area (but a teacher cannot score their own)
English 12	District, Regional or BOCES-developed	District developed English 12 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Trigonometry	District, Regional or BOCES-developed	District developed Trigonometry assessment scored by a teacher within that content area (but a teacher cannot score their own)
Film Studies	District, Regional or BOCES-developed	District developed Film Studies assessment scored by a teacher within that content area (but a teacher cannot score their own)
Crafts	District, Regional or BOCES-developed	District developed Crafts assessment scored by a teacher within that content area (but a teacher cannot score their own)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 to determine growth utilizing a District developed assessment. Baseline data will be used to determine the growth targets, which teachers will be judged upon based upon a percentage of students meeting their target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	DISTRICT 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.	DISTRICT 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.	DISTRICT 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.	DISTRICT STUDENT GROWTH HEDI SCORE 45-59 2 POINTS 21-44 1 POINT 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/5364/132054-avH4IQNZMh/Form\_2\_10\_All\_Other\_Courses[2].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 in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

*NO OTHER ADJUSTMENTS, CONTROLS, OR OTHER SPECIAL CONSIDERATIONS WILL BE USED IN SETTING TARGETS FOR COMPARABLE GROWTH MEASURES EXCEPT THOSE ALLOWED BY THE STATE.*

### 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, May 22, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Fifteen percent (15%) of the student achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of students meeting their target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentile 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 Percentile 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 Percentile 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 Percentile HEDI Score 45-59 2 points 21-44 1 point 0-20 0 points

### 3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Fifteen percent (15%) of the student achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of students meeting their target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Percentile 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 Percentile 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 Percentile 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 Percentile HEDI Score 45-59 2 points 21-44 1 point 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.

*(No response)*

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
  
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the student achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the achievement measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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 PERCENTILE HEDI SCORE 78-100 20 POINTS 74-86 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 PERCENTILE HEDI SCORE 57-60 17 POINTS 54-57 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 PECENTILE 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 PERCENTILE HEDI SCORE 14-20 2 POINTS 6-13 1 POINT 0-5 0 POINTS

### 3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Twenty percent (20%) of the student achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the achievement measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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 PERCENTILE HEDI SCORE 78-100 20 POINTS 74-86 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 PERCENTILE HEDI SCORE 57-60 17 POINTS 54-57 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 PECENTILE 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 PERCENTILE HEDI SCORE 14-20 2 POINTS 6-13 1 POINT 0-5 0 POINTS

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	3) Teacher specific achievement or growth score computed locally	District developed grade 6 science assessment scored by a teacher within that content area (but a teacher cannot score their own)
7	3) Teacher specific achievement or growth score computed locally	District developed grade 7 science assessment scored by a teacher within that content area (but a teacher cannot score their own)
8	3) Teacher specific achievement or growth score computed locally	District developed grade 8 science assessment scored by a teacher within that content area (but a teacher cannot score their own)

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.	District developed assessments will be approved by the Superintendent by December 1st. Scoring will follow HEDI criteria provided below. Student Achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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.	<p>Student Achievement Score HEDI SCORE</p> <p>97-100 20 POINTS</p> <p>93-96 19 POINTS</p> <p>85-92 18 POINTS</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>STUDENT ACHIEVEMENT SCORE HEDI SCORE</p> <p>83-84 17 POINTS</p> <p>81-82 16 POINTS</p> <p>79-80 15 POINTS</p> <p>77-78 14 POINTS</p> <p>75-76 13 POINTS</p> <p>73-74 12 POINTS</p> <p>72 11 POINTS</p> <p>71 10 POINTS</p> <p>70 9 POINTS</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>STUDENT ACHIEVEMENT SCORE HEDI SCORE</p> <p>68-69 8 POINTS</p> <p>66-67 7 POINTS</p> <p>63-65 6 POINTS</p> <p>62 5 POINTS</p> <p>61 4 POINTS</p> <p>60 3 POINTS</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>STUDENT ACHIEVEMENT SCORE HEDI SCORE</p> <p>45-59 2 POINTS</p> <p>21-44 1 POINT</p> <p>0-20 0 POINTS</p>

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	3) Teacher specific achievement or growth score computed locally	District developed grade 6 social studies assessment scored by a teacher within that content area (but a teacher cannot score their own)
7	3) Teacher specific achievement or growth score computed locally	District developed grade 7 social studies assessment scored by a teacher within that content area (but a teacher cannot score their own)
8	3) Teacher specific achievement or growth score computed locally	District developed grade 8 social studies assessment scored by a teacher within that content area (but a teacher cannot score their own)

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.	District developed assessments will be approved by the Superintendent by December 1st. Scoring will follow HEDI criteria provided below. Student Achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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 Score 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 SCORE 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 SCORE 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 SCORE HEDI SCORE 45-59 2 POINTS 21-44 1 POINT 0-20 0 POINTS

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	3) Teacher specific achievement or growth score computed locally	District developed Global 1 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Global 2	3) Teacher specific achievement or growth score computed locally	District developed Global 2 assessment scored by a teacher within that content area (but a teacher cannot score their own)

American History	3) Teacher specific achievement or growth score computed locally	District developed American History assessment scored by a teacher within that content area (but a teacher cannot score their own)
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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.	District developed assessments will be approved by the Superintendent by December 1st. Scoring will follow HEDI criteria provided below. Student Achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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.	<b>Student Achievement Score HEDI SCORE</b> 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.	<b>STUDENT ACHIEVEMENT SCORE HEDI SCORE</b> 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.	<b>STUDENT ACHIEVEMENT SCORE HEDI SCORE</b> 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.	<b>STUDENT ACHIEVEMENT SCORE HEDI SCORE</b> 45-59 2 POINTS 21-44 1 POINT 0-20 0 POINTS

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Regents examination will be scored by a teacher within that content area (but a teacher cannot score their own)
Earth Science	3) Teacher specific achievement or growth score computed locally	Regents examination will be scored by a teacher within that content area (but a teacher cannot score their own)
Chemistry	3) Teacher specific achievement or growth score computed locally	Regents examination will be scored by a teacher within that content area (but a teacher cannot score their own)
Physics	3) Teacher specific achievement or growth score computed locally	Regents examination will be scored by a teacher within that content area (but a teacher cannot score their own)

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.	Regents assessments will be approved for use by the Superintendent by December 1st. Scoring will follow HEDI criteria provided below. Student Achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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 SCORE 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 SCORE 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 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	STUDENT ACHIEVEMENT SCORE 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 SCORE HEDI SCORE 45-59 2 POINTS 21-44 1 POINT 0-20 0 POINTS

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Regents examinations will be scored by a teacher within that content area (but a teacher cannot score their own)
Geometry	3) Teacher specific achievement or growth score computed locally	Regents examinations will be scored by a teacher within that content area (but a teacher cannot score their own)
Algebra 2	3) Teacher specific achievement or growth score computed locally	Regents examinations will be scored by a teacher within that content area (but a teacher cannot score their own)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Regents assessments will be approved for use by the Superintendent by December 1st. Scoring will follow HEDI criteria provided below. Student Achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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 SCORE 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 SCORE 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 SCORE 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 SCORE HEDI SCORE  
45-59 2 POINTS  
21-44 1 POINT  
0-20 0 POINTS

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	3) Teacher specific achievement or growth score computed locally	District developed grade 9 ELA assessments scored by a teacher within that content area (but a teacher cannot score their own)
Grade 10 ELA	3) Teacher specific achievement or growth score computed locally	District developed grade 10 ELA assessments scored by a teacher within that content area (but a teacher cannot score their own)
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Regents assessment scored by a teacher within that content area (but a teacher cannot score their own)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be approved by the Superintendent by December 1st. Scoring will follow HEDI criteria provided below. Student Achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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 Score 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 SCORE 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 SCORE 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 SCORE HEDI SCORE  
 45-59 2 POINTS  
 21-44 1 POINT  
 0-20 0 POINTS

### 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 III	5) District/regional/BOCES–developed	District developed Spanish III assessment scored by a teacher within that content area (but a teacher cannot score their own)
Spanish II	5) District/regional/BOCES–developed	District developed Spanish II assessment scored by a teacher within that content area (but a teacher cannot score their own)
Spanish 7	5) District/regional/BOCES–developed	District developed Spanish 7 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Art 7	5) District/regional/BOCES–developed	District developed Art 7 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Home & Career Skills 7	5) District/regional/BOCES–developed	District developed Home & Career Skills 7 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Parenting	5) District/regional/BOCES–developed	District developed Parenting assessment scored by a teacher within that content area (but a teacher cannot score their own)
Technology 8	5) District/regional/BOCES–developed	District developed Technology 8 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Band	5) District/regional/BOCES–developed	District developed Band assessment scored by a teacher within that content area (but a teacher cannot score their own)
Chorus	5) District/regional/BOCES–developed	District developed Chorus assessment scored by a teacher within that content area (but a teacher cannot score their own)
Business Economics	5) District/regional/BOCES–developed	District developed Business Economics assessment scored by a teacher within that content area (but a teacher cannot score their own)
Business Law	5) District/regional/BOCES–developed	District developed business Law assessment scored by a teacher within that content area (but a teacher cannot score their own)

Health 8	5) District/regional/BOCES–developed	District developed Health 8 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Health & Wellness	5) District/regional/BOCES–developed	District developed Health & Wellness assessment scored by a teacher within that content area (but a teacher cannot score their own)
Physical Education K-12	5) District/regional/BOCES–developed	District developed Physical Education k-12 assessment scored by a teacher within that content area (but a teacher cannot score their own)
English 12	5) District/regional/BOCES–developed	District developed English 12 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Film Studies	5) District/regional/BOCES–developed	District developed Film Studies assessment scored by a teacher within that content area (but a teacher cannot score their own)
Trigonometry	5) District/regional/BOCES–developed	District developed Trigonometry assessment scored by a teacher within that content area (but a teacher cannot score their own)
Algebra 8-9	5) District/regional/BOCES–developed	District developed Algebra 8-9 assessment scored by a teacher within that content area (but a teacher cannot score their own)
Crafts I	5) District/regional/BOCES–developed	District developed Crafts I assessment scored by a teacher within that content area (but a teacher cannot score their own)
Ceramics	5) District/regional/BOCES–developed	District developed Ceramics assessment scored by a teacher within that content area (but a teacher cannot score their own)

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.	District developed assessments will be approved by the Superintendent by December 1st. Scoring will follow HEDI criteria provided below. Student Achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measure used for student growth. Baseline data will be used to determine the achievement target which teachers will be judged upon using the percentage of 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 SCORE 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 SCORE 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 SCORE 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 SCORE HEDI SCORE  
45-59 2 POINTS  
21-44 1 POINT  
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/5139/132055-Rp00l6pk1T/Form\\_3\\_12\\_All\\_Other\\_Courses\[3\]\\_1.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 setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

*NO ADJUSTMENTS, CONTROLS, OR OTHER SPECIAL CONSIDERATIONS WILL BE USED IN SETTING TARGETS FOR LOCAL MEASURE.*

### 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 SLOs scores on subcomponent will be translated into one overall score/rating:*

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

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

*Example of a teacher with multiple SLOs:*

*Sample teacher with three SLOs SLO 1:*

*(30 students) SLO 2:*

*(25 students) SLO 3:*

(20 students)

Step 1: (assess results of each SLO separately) 17/20 points

Effective 15/20 points

Effective 19/20 points

Highly Effective

Step 2: (weight each SLO proportionately) 30 students/75 total students

Students=40% of overall 25 students/75 total students

Students=33% of overall 20 students/75 total students

Students=27% of overall

Step 3: (calculate proportional points for each SLO) 17 points X 40%=7 points 15 points X 33%=5 points 19 points X 27%=5 points

OVERALL COMPONENT SCORE

(round up): Sample Teacher's Component Score- 17 points, Effective

### 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, May 22, 2012

Updated Thursday, September 27, 2012

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## 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.)

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

*PROBATIONARY TEACHERS*

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, 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.

#### Local Measures Possible points

- 1) Professional Portfolio 20
- 2) Framework for Teaching 40

A maximum of 40 points can be earned from adding all domain scores, each component of each domain will be scored either Ineffective: 1 point, Developing: 2 Points, Effective: 3 points, or Highly Effective: 4 points.

Domain 1 has 6 components (1a-1f) which could give a maximum score of 24pts.

Domain 2 has 5 components (2a-2e) which could give a maximum score of 20 pts.

Domain 3 has 5 components (3a-3e) which could give a maximum score of 20pts.

Domain 4 has 6 components (4a-4f) which could give a maximum score of 24 pts. After each observation the points are added together to provide a grand total of possible points depending upon the number of observations and the type of observation (duration-walk through short only score Domains 2 &3). The teachers total score on all observations is then divided by the maximum possible score for that number of observations to arrive at a score for their 40 points. The score for their Professional Portfolio added to their observation score will equal a maximum possible score of a total 60 points. (This score is then added to their scores on the other growth and achievement portions.)

State Test Score 20 points  
Local Assessment 20 points

Total Composite Score 100 points

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

[assets/survey-uploads/5091/132057-eka9yMJ855/APPR process of assigning points.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	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 student learning standards for grade/subject. Overall performance and results exceed standards.
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 student learning standards for grade/subject. Overall performance and results meet standards.
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 student learning standards for grade/subject. Overall performance and results need improvement in order to meet standards.
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 student learning standards for grade/subject. Overall performance and results do not meet standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	Score on the Professional Portfolio added to the scores on the classroom observations- range from 55 to 60 points
Effective	Score on the Professional Portfolio added to the scores on the classroom observations- range from 38 to 54 points
Developing	Score on the Professional Portfolio added to the scores on the classroom observations- range from 28 to 37 points

Ineffective	Score on the Professional Portfolio added to the scores on the classroom observations- range from 0 to 26 points
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### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	1
4.7) Observations of Tenured Teachers   Informal/Short	1
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, May 22, 2012

Updated Tuesday, August 28, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	54-60 points
Effective	38-53 points
Developing	28-37 points
Ineffective	0-24 points

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of  
growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Tuesday, September 25, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132060-Df0w3Xx5v6/Teacher Improvement Plan Form\\_1.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *APPR Appeals Process*

##### *I. Right to Appeal*

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

attached to the APPR.

## 2. Teacher Request for Supporting Documents

Within five (5) school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide the teacher a copy of any and all documents and written material upon which the APPR was based.

## 3. Filing of Appeal by Tenured Teacher

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

## 4. Review by APPR Appeals Committee

- Appeals shall be referred for consideration by the APPR Appeals Committee, a committee made up of one (1) administrator (not to include the evaluator) from within the District 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.
- The parties agree that in the event unforeseen circumstances require a modification; the Superintendent of Schools and President of the FPTA will come to a mutual agreement as to how to proceed.

## 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 (Appendix P).
- In the event there is no majority opinion of the APPR Appeals Committee, the Superintendent of Schools will make the final determination. Entire Appeals process shall not take more than twenty (20) school days.
- 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.

All aspects of the teacher appeals process will be in compliance with Education Law 3012-c.

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

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

The District will provide training to lead evaluators utilizing our Network Team from HFM-BOCES each lead evaluator has achieved inter-rater reliability training in a total of four modules each consisting of a minimum of four hours of instruction. In addition each of our evaluators will participate in the Teachscape training process for Danielson's Framework for Teaching-Revised Edition 2011 which includes a minimum of 20-30 hours of on line instruction. Through this process all evaluators will be certified by the Teachscape evaluation process as well as our District. The District will continue to provide Teachscape as an annual re-certification vehicle in the future for all evaluators and our local HFM-BOCES Network Training Team will continue to provide update training session.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

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• Checked

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(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

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• Checked

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 22, 2012

Updated Tuesday, August 28, 2012

## Page 1

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

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

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

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

PK-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Based on such a composite effectiveness score as classroom teacher shall be rated as set by the State Education Department.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Student Growth Measures 18-20
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Student Growth Measures 9-17
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Student Growth Measures 3-8
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Student Growth Measures 0-2

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

*(No response)*

#### 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, May 22, 2012

Updated Tuesday, August 28, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(b) results for students in specific performance levels	STAR-ELA & MATH Assessments
4-8	(a) achievement on State assessments	State ELA & Math Assessments
9-12	(a) achievement on State assessments	State Regents Examinations

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.	Locally-selected Measures of achievement targets will be determined for the principals in collaboration with their teachers. The final assessment and targets will be approved by the superintendent of schools to be rigorous and comparable across grade levels and school buildings. Achievement percentages in classrooms under the principal's supervision will be aggregated and assigned point values based upon an average or mode; whichever is higher, achievement score by the students within each classroom and grade level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Classroom Percentage scores between; 85-100% Principal will a assigned 13-15 points. Class Average Principal Points 85-89% 13 points 90-95% 14 points 96-100% 15 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student Achievement Classroom Percentage scores between; 65-84% Principal will a assigned 8-12 points. Class Average Principal Points

65-68% 8 points  
 69-72% 9 points  
 73-76% 10 points  
 77-80% 11 points  
 81-84% 12 points

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

Student Achievement Classroom Percentage scores between;  
 55-64% Principal will a assigned 3-7 points.  
 Class Average Principal Points  
 55-56% 3 points  
 57-58% 4 points  
 59-60% 5 points  
 61-62% 6 points  
 63-64% 7 points

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

Student Achievement Classroom Percentage scores between;  
 0-54% The Principal will a assigned 0-2 points.  
 Class Average Principal Points  
 0-18% 0 points  
 19-36% 1 point  
 37-54% 2 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.

*(No response)*

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

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

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

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

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

*(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance*

level (e.g., Level 1, Level 2)

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(i) Student Learning Objectives	District developed k-3 grade assessments
4-8	(a) achievement on State assessments	State ELA 7 Math Assessments
9-12	(g) % achieving specific level on Regents or alternatives	State Regents Examinations

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	20% Locally Selected Measures of Achievement for Principals' score will be based upon the increase in percentages of
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below.	classroom student achievement under the principal's supervision, which will be an aggregate score assigned a point value based on an average or mode of each classroom, which ever is higher.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Student Achievement Classroom Percentage scores between; 85-100% Principal will be assigned 16-20 points.</p> <p>Class Average Principal Points</p> <p>85-87% 16 points 88-90% 17 points 91-93% 18 points 94-96% 19 points 97-100% 20 points</p>
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Student Achievement Classroom Percentage scores between; 65-84% Principal will be assigned 11-15 points.</p> <p>Class Average Principal Points</p> <p>65-68% 11 points 69-72% 12 points 73-76% 13 points 77-80% 14 points 81-84% 15 points</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Student Achievement Classroom Percentage scores between; 55-64% Principal will be assigned 6-10 points.</p> <p>Class Average Principal Points</p> <p>55-56% 6 points 57-58% 7 points 59-60% 8 points 61-62% 9 points 63-64% 10 points</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Student Achievement Classroom Percentage scores between; 0-54% Principal will be assigned 0-5 points.</p> <p>Class Average Principal Points</p> <p>0-7% 0 points 8-16% 1 point 17-25% 2 points 26-34% 3 points 35-43% 4 points 44-54% 5 points</p>

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

### 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 Tuesday, May 22, 2012

Updated Thursday, September 27, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	35
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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(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.

*35% Multiple School Visits: Informal supportive visits to the building feed back linked to rubric, school documents and artifacts. Highly Effective (33-35 points): 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 (26-32 points): 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 (22-25 points): There is some evidence of activities that support student improvement and district/school goals. Evidence noted is in response to administrative duties.*

*Ineffective (0-21): There is no evidence of activities that support student improvement and district/school goals.*

*25% Principal Goals Supporting Instruction: Annual goals and activities that support the Board of Education's goals. Even distribution of points based on total number of goals.*

*Highly Effective (23-25 points): 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 (18-22 points): Goals are developed and implemented. Others are working alongside the principal.*

*Developing (15-17 points): Goals are developed and implemented somewhat; most of the work is completed by the principal.*

*Ineffective (0-14 points): There is no evidence of developed or implemented goals for the school.*

*Multiple Visits score added to Principal's Goals score equal a maximum of 60 points.*

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

<assets/survey-uploads/5143/132065-pMADJ4gk6R/principals appr calculations.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.

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. 35 pts.-Extremely high level of evidence of all areas noted above throughout the building. 34 pts.- A high level of evidence of the activities of each group described above throughout the building. 33 pts.-an average amount of evidence displayed throughout the building. 32 pts.-some evidence of student/teacher initiated activities that support student

	improvement, district/school goals and areas of MPPR.
Effective: Overall performance and results meet standards.	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. 31 pts.-Extremely high level of teacher/student activities, district goals and other areas of MPPR rubric. 30 pts.- High Level of some of the aspects of the efforts to increase student improvement throughout the building. 29 pts.- Good amount of displays and evidence of student/teacher activities, district/school goals and MPPR rubric. 28 pts- Slightly less evidence but displays are still present throughout the building. 27 pts. - All aspects of goals improvement and student/teacher work on improvement of student success however not readily visible about the building. 26 pts.- All areas are addressed and teacher and staff seem aware of the goals of the school/district but no evidence is present visually in the building.
Developing: Overall performance and results need improvement in order to meet standards.	Developing: There is some evidence of activities that support student improvement and district/school goals. Evidence noted is in response to administrative duties. 25 pts. - Good evidence of Principal driven activities throughout the building. 24 pts.- some evidence of principal driven activities. 23 pts.- Average amount of displays created by Principal throughout the building. 22 pts. - Little evidence of Principal driven activities throughout the building.
Ineffective: Overall performance and results do not meet standards.	Ineffective: There is no evidence of activities that support student improvement and district/school goals. 21-16 pts.-Some evidence of activities that support student success,only. 15-11 pts.- Some evidence of District/school goals only. 10-6 pts.- Little evidence of any activities in the school. 5-0 pts.- NO EVIDENCE OF ANY ACTIVITIES.

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

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Updated Thursday, September 27, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of growth or achievement**

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, May 22, 2012

Updated Thursday, September 27, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/132069-Df0w3Xx5v6/Principal Improvement Plan Form\\_1.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 through the APPR Appeals Form (Appendix A). 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, 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. (Appendix A)*

##### *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 with the Superintendent of Schools.*
- *An appeal of an APPR must be based upon one or more of the aforementioned reasons.*
- *The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing 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.*
- *The APPR Appeals Committee shall convene to consider an appeal within ten (10) school days of the filing of the appeal.*
- *The parties agree that in the event unforeseen circumstances require a modification; the Superintendent of School will determine how to proceed.*

##### *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 (Appendix B).*
- *In the event there is no majority opinion of the APPR Appeals Committee, the Superintendent of Schools will make the final determination. The entire appeals process will conclude within twenty (20) school days.*
- *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.*

*All aspects of our appeal process will comply with Education Law 3012c.*

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

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

*Training is being conducted by our local BOCES, Hamilton-Fulton- Montgomery BOCES, which has been comprised our four modules each a minimum of four hour sessions involving the General Lead Evaluator training provided to our Network Team by NYSED. In addition, our district will be requiring each of our administrators to receive the Teachscape training certification and each administrator will need to update their training to be re-certified each year utilizing the Teachscape program. The inter-rater*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
-

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, May 22, 2012

Updated Friday, October 19, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/132070-3Uqgn5g9Iu/APPR Cert Form - FPCS 10-19-12\[1\].pdf](assets/survey-uploads/5581/132070-3Uqgn5g9Iu/APPR Cert Form - FPCS 10-19-12[1].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
Kindergarten-3 <sup>rd</sup> Grade	<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	Scored by teacher in the content area (But a teacher cannot score their own)
Grades 1-3 Direct Consultant Teaching	<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	Scored by teacher in the content area (But a teacher cannot score their own)
12:1:1 Language & Skills Development	<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	Scored by teacher in the content area (But a teacher cannot score their own)
8:1:1 Behavioral Skills Development	<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	Scored by teacher in the content area (But a teacher cannot score their own)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	Same as above form 2.10
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	
Effective (9 - 17 points) Results meet District goals for similar students.	
Developing (3 - 8 points) Results are below District goals for similar students.	
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	

**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.

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Kindergarten-3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	District developed K-3 grade assessment scored by teacher in the content area (But a teacher cannot score their own)
12:1:1 Language and Skills Development	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> <li><input type="radio"/> 2) Teacher specific growth computed by NYSED</li> <li><input type="radio"/> 3) Teacher specific achievement/growth score computed locally</li> <li><input type="radio"/> 4) State-approved 3rd party</li> <li><input type="radio"/> 5) District/regional/BOCES–developed</li> <li><input type="radio"/> 6(i) School-wide measure based on State-provided measure</li> <li><input type="radio"/> 6(ii) School wide measure computed locally</li> <li><input type="radio"/> 7) Student Learning Objectives</li> </ul>	District developed 12:1:1 Language Skills Development assessment scored by teacher in the content area (But a teacher cannot score their own)
8:1:1 Behavioral	<ul style="list-style-type: none"> <li><input type="radio"/> 1) Change in % of student performance level on State</li> </ul>	District developed 8:1:1 Behavioral Skills

Skills Development	<ul style="list-style-type: none"> <li>○ 2) Teacher specific growth computed by NYSED</li> <li>○ 3) Teacher specific achievement/growth score computed locally</li> <li>○ 4) State-approved 3rd party</li> <li>○ 5) District/regional/BOCES–developed</li> <li>○ 6(i) School-wide measure based on State-provided measure</li> <li>○ 6(ii) School wide measure computed locally</li> <li>○ 7) Student Learning Objectives</li> </ul>	Development assessment scored by teacher in the content area (But a teacher cannot score their own)
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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.	Same as information on above form 3.12
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	

All Teachers

APPR 2012-2013

Annual Professional Performance Criteria

1. Student Growth Assessment 20%
2. Locally Selected Measures 20%
3. Classroom Observation 40%
4. Professional Portfolio 20%

TOTAL = 100%

1. Student Growth Assessment [1] (20%)

- Math and/or ELA teachers 4-8 – NYSED will provide a growth score based upon the state assessment.
- Student Learning Objectives (SLO) will be used to determine student growth for:
  - o Core subject teachers (6-8 Science and Social Studies, 9-12 ELA, Math, Science and Social Studies) – Teachers without a state provided growth score will write an SLO to show student growth using a state assessment if one exists. If no state assessment exists teachers would use Renaissance Learning- STAR Literacy K-3, Reading K-12 & Math K-12, or District/Regionally developed assessments (provided that the District or BOCES verifies comparability and rigor).
  - o Other grades/subjects - Renaissance Learning- STAR Literacy K-3, Reading K-12 & Math K-12, or District/Regionally developed assessments (provided that the District or BOCES verifies comparability and rigor), State assessment, or School-wide group or team results based on State assessments.

2. Locally-Selected Measures (20%): The choices for Locally-Selected measures will be based on:

- State Assessments, Regents Examination, and/or Regents Equivalent Assessments (must be different than measure used for student growth assessment)
- Renaissance Learning- STAR Literacy K-3, Reading K-12 & Math K-12
- District/Regionally developed assessments (provided that the District or BOCES verifies comparability and rigor)

3. Classroom Observation (40%): 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 and three (3) classroom observations for probationary teachers. 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 (Appendix A).

4. Other (20%): The District will utilize a Professional Portfolio

NOTE: Value-Added Measures: At such time that the Board of Regents decides to adopt a value-added growth model the Annual Professional Performance Criteria shall be:

1. State Assessments [2] (25%): Student growth on state assessments as determined by Commissioner or comparable measure shall be 25% of the teacher's overall evaluative score.
2. Locally-Selected Measures (15%): The above identified local assessment score shall be 15% of the teacher's overall evaluative score.
3. Classroom Observation (40%): Same as above.
4. Other (20%): Same as above.

Teacher Evaluation Process

Student Growth Measure

Student achievement accounts for 40% of teacher evaluations. Twenty percent (20%) of that score is based on student growth. Following NYSED guidelines some teachers will be covered by the State-provided growth measure and will receive a growth score from the state for the growth subcomponent

score of their evaluation. If the state does not provide a growth measure a Student Learning Objective (SLO) must be created to determine a growth score.

### Student Learning Objectives (SLO's)

An SLO is an academic goal that is set for a teacher's students at the start of the course. It represents the most important learning for that class/course. It must be specific and measurable. It must be aligned to New York State standards and/or Common Core State Standards. A teacher's score is based upon the degree to which their goals were attained. (APPR Guidance, Section D16).

The building principal will identify the teachers in their building who will have State-provided growth measures and those who must write SLO's as "comparable growth measures" as per state guidelines. The principal will notify teachers of the grade(s)/subject(s) in which they must write SLO(s) no later than BEDS day. However, the principal will make every effort to inform teachers of this information as soon as it becomes available. The SLO will include the elements prescribed by the state (Appendix B).

The teacher will obtain all possible measures on students to best inform baseline data before creating SLO's with appropriate targets. Prior to October 19, 2012 SLO's must be submitted for review by the building principal. After SLO submission, a meeting will take place with the teacher and the administrator to review SLO's. It is the responsibility of the building principal to approve SLO(s) and ensure they measure growth of individual students and that the targets set are rigorous and comparable. SLO's will be approved by November 2, 2012. Throughout the school year SLO's will be monitored by the teacher and building principal.

District/Regionally developed assessments used to measure growth must be turned in to the Superintendent for approval by December 1, 2012. The building principal will ensure all assessments used in the measurement of SLO's are secure. Assessments will not be scored by teachers or administrators who have a vested interest in the outcomes. Scoring of SLO's will follow state guidelines for determining teacher ratings for the growth subcomponent (See HEDI scoring bands below). At the end of the year SLO scores will be calculated by administrators using state guidelines (SLO Guidance, Section 3). A final score will be reported on the Teacher Total Composite Score Form (Appendix C). Teachers covered by the State-provided growth measure and will receive a growth score from the state for this portion of their evaluation. Teachers will use this score to reflect on student learning results and consider implications for future practice. Locally Selected Measures of Student Achievement

Twenty percent (20%) of the student achievement score is based on a locally selected measure. The measures used for this subcomponent must be different from the growth measures used for student growth. However, the locally-selected measure may be based on the same state assessment, state approved third party assessment, or District/BOCES developed assessment as the SLO as long as a different measure of growth is used. This would include, but not be limited to, measuring results from

different courses or students, using different assessments and/or using a different measure on the same assessment. For example, a teacher may choose to measure achievement instead of growth or select to measure a subgroup of students (APPR Guidance, E3).

All teachers will create a locally selected measure including all recommended components (Appendix D). The plan will be submitted to the building principal for review by November 9, 2012. After the plan's submission, a meeting will take place with the teacher and the administrator to review the locally selected measure. It is the responsibility of the building principal to approve each teacher's locally selected measure and ensure the targets set are rigorous and comparable.

District/Regionally developed assessments must be turned into the Superintendent for approval by December 1, 2012. The building principal will ensure all assessments used are secure. Assessments will not be scored by teachers or administrators who have a vested interest in the outcomes. Scoring will follow HEDI criteria to determine teacher rating for this subcomponent (see below). A final score will be reported on the Teacher Total Composite Score Form (Appendix C). Teachers will use this score to reflect on student learning results and consider implications for future practice.

#### Standards for Rating Categories

##### Growth or Comparable Measures

##### Locally-selected Measures of Achievement

##### 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 of students learning standards for grade/subject.

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 of students learning standards for grade/subject.

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 of students learning standards for grade/subject.

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 of students learning standards for grade/subject.

SLO/Locally Selected Measure (Percentage Points)

Highly

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

STAR (Median Student Growth Percentile)

Highly

Effective	Effective	Developing	Ineffective
-----------	-----------	------------	-------------

20	19	18	17	16	15	14	13	12	11	10	9	8
	7	6	5	4	3	2	1	0				
99-87	86-74	73-61	60-57	56-54	53-51	50-48	47-46	45-44	43	42	41	40-36
	35-31	30-27	26-25	24-								
23	22-											
21	20-14	13-6	0									

### Tenured Teacher Observations

Every tenured teacher will be observed a minimum of two (2) times during the year, one of which will be unannounced. One observation will be a full class period and will include a pre-conference and post-conference with the administrator using the components of The Framework for Teaching (Appendix A). During the pre-conference, the teacher is expected to provide a written lesson plan (Appendix E) and Pre-observation Reflection Form (Appendix F) to review with the administrator. Within ten (10) business days of the formal observation a post-conference will take place. The conference will allow for a professional dialogue to take place between the teacher and the administrator to review the lesson and address commendations and recommendations for the future. At the post-conference, the teacher will provide a Post-observation Reflection Form (Appendix G) and administrator will discuss the components of The Framework for Teaching which were evaluated. The unannounced classroom observation may be of a shorter duration. After the observation, the administrator will provide an assessment of the additional components of the rubric for the teacher to review. An additional observation may be requested by the teacher.

### Probationary Teacher Observations

Every probationary teacher will be formally observed a minimum of three (3) times during the year. All formal observations will be a full class period and will include a pre-conference and post-conference with the administrator. During the pre-conference, the teacher is expected to provide a written lesson plan and Pre-observation Reflection Form (Appendix F) to review with the administrator. Within 10 business days of the formal observation a post-conference will take place. The conference will allow for a professional dialogue to take place between the teacher and the administrator to review the lesson and address commendations and recommendations for the future. At the post-conference, the teacher will provide the Post-observation Reflection Form (Appendix G) and administrator will discuss the components of The Framework for Teaching which were evaluated on the Teacher Observation Form (Appendix H).

## Calculating Composite Score for Observations - Tenured Teacher

The final score is determined by adding points earned for one (1) formal observation and one (1) unannounced observation and converting it as shown in the example below.

### Scoring Categories:

Ineffective: 1 point

Developing: 2 points

Effective: 3 points

Highly Effective: 4 points

A maximum of 40 points can be earned from all Domains.

### Formal Observation (all Domains assessed)

Domain 1: 6 components (1a-1f)

Domain 2: 5 components (2a-2e)

Domain 3: 5 components (3a-3e)

Domain 4: 6 components (4a-4f)

### The total number of points possible:

Domain 1 = 24 points

Domain 2 = 20 points

Domain 3 = 20 points

Domain 4 = 24 points

Total 88 points

Example: Teacher A receives the following on an evaluation:

Domain 1a:	Effective	3 points	Domain 2a:	Effective	3 points
Domain 1b:	Highly Effective	4 points	Domain 2b:	Effective	3 points
Domain 1c:	Effective	3 points	Domain 2c:	Effective	3 points
Domain 1d:	Ineffective	1 point	Domain 2d:	Effective	3 points
Domain 1e:	Developing	2 points	Domain 2e:	Effective	3 points
Domain 1f:	Highly Effective	4 points			15 points
		17 points			
Domain 3a:	Highly Effective	4 points	Domain 4a:	Effective	3 points
Domain 3b:	Highly Effective	4 points	Domain 4b:	Effective	3 points
Domain 3c:	Highly Effective	4 points	Domain 4c:	Effective	3 points
Domain 3d:	Effective	3 points	Domain 4d:	Effective	3 points
Domain 3e:	Highly Effective	4 points	Domain 4e:	Developing	2 points
		19 points	Domain 4f:	Effective	3 points
					17 points

The sum is 68 points out of 88 possible points on the formal observation.

Unannounced Observation (only Domains 2 and 3 are assessed)

Domain 2a: Highly Effective 4 points

Domain 2b: Highly Effective 4 points

Domain 2c: Effective 3 points  
Domain 2d: Effective 3 points  
Domain 2e: Effective 3 points  
17 points

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

The sum is 34 points out of 40 possible points on the unannounced observation.

Teacher A's final score is calculated as follows:

68 points out of 88 points on the formal observation  
34 points out of 40 points on the unannounced observation  
102 points      128 points

$$102/128 = 80\% \text{ (rounded up)}$$

$$80\% \times 40 \text{ points possible} = 32 \text{ points}$$

$$\text{Final Score} = 32$$

Calculating Composite Score for Observations - Probationary Teacher

The final score is determined by adding points earned on a minimum of three (3) formal observations and converting it as shown in the example below.

The process for determining points earned on formal observations is the same as the example shown for tenured teachers.

The Probationary Teacher's final score for the Framework of Teaching is calculated as follows:

Example: Teacher B receives the following on evaluations:

Observation 1	60 points	out of	88 points
Observation 2	74 points	out of	88 points
Observation 3	76 points	out of	88 points
Total	210 points		264 points

$$210/264 = 80\% \text{ (rounded up)}$$

$$80\% \times 40 \text{ points possible} = 32 \text{ points}$$

Final Score = 32

#### Professional Portfolio

A teaching portfolio is a collection of information about a teacher's practice. It is our belief that the use of a portfolio as a professional development tool offers an authentic view of learning and teaching over time. The Professional Portfolio will consist of two (2) required elements: one (1) Common Core Unit (Appendix I) and one (1) Interim Assessment. In addition to the required elements, the teacher will choose a minimum of four (4) additional elements from the Professional Portfolio Contents (Appendix J,K,L). Prior to May 1, the Professional Portfolio must be submitted for review by the building principal. After portfolio submission, a meeting will take place with the teacher and the administrator to reflect upon the teacher's portfolio. Following this discussion, the teacher will receive a score using the Portfolio Point Scoring Form

(Appendix M).

#### Summative Meeting

An end of year summative meeting will take place with the teacher and the administrator prior to June 20th to discuss the completed items on the Teacher Total Composite Score Form (Appendix C). This form will be signed by the teacher and administrator. After receiving the scoring from NYSED, a total

composite score will be calculated and provided to the teacher. “Annual professional performance reviews for each educator must be completed and results provided to the educator by September 1 of the school year following the evaluation year.” (APPR Guidance pg. 15) The teacher must sign and return the form to the administrator within five (5) school days of receipt. The original copy will be filed with the Superintendent and copies will be provided to the teacher. If the score places the teacher in the developing or ineffective category, a Teacher Improvement Plan (TIP) will be initiated.

**Fort Plain Central School District**

**Teacher Improvement Plan Form**

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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 the Goals:**

**Intervention Strategies:**

**Resources:**

**Sample Indicators of Success:**

**Timeline for Achieving Improvement:**

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

FPTA representative: \_\_\_\_\_

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Component Details:

This APPR Plan will apply to our building principals during the 2012-2013 school year. The Multidimensional Principal Performance Rubric (MPPR) is identified as the rubric for use in the evaluation system.

20% Student Growth Measures: The NYS Education Department will provide growth scores for students in grades 4-8. Student growth is defined as the change in individual student achievement between two or more points in time.

20% Locally Selected measures of Achievement: Under the leadership of the principal, each grade level or teacher will determine the appropriate locally selected measure of achievement in collaboration with their building principal. The final assessment for use will be approved by the Superintendent of Schools to be both rigorous and comparable across classrooms. Growth percentages in classrooms under the principal's supervision will be aggregated and assigned a point value as listed below based on an average or mode; whichever is higher.

Aggregate Percentage of Aggregate Growth with Point Values

Ineffective	Developing	Effective	Highly Effective
0-7% 0 pts	55-56% 6 pts	65-68% 11 pts	85-87% 16 pts
8-16% 1 pt	57-58% 7 pts	69-72% 12 pts	88-90% 17 pts
17-25% 2 pts	59-60% 8 pts	73-76% 13 pts	91-93% 18 pts
26-34% 3 pts	61-62% 9 pts	77-80% 14 pts	94-96% 19 pts
35-43% 4 pts	63-64% 10 pts	81-84% 15 pts	97-100% 20 pts
44-54% 5 pts			

The points would be awarded based on a comparison between the first and last administration of the assessment.

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) 25%- Principal goals supporting instruction: annual goals and activities that support the Board of Education's goals. Even distribution of points based on total number of goals. For year one, three 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



	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

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

$$65\% \times 35 = 22.75 \text{ round up } 23 \text{ points- Effective}$$

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 two (2) informal observations 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.

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 make the following specific certifications with respect to their APPR Plan:**

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

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

**Signatures, dates**

Superintendent Signature:     Date: 10/18/12

*Douglas C. Bosta*

Teachers Union President Signature:     Date:

*[Signature]*     10/18/12

Administrative Union President Signature:     Date:

*No Bargaining Unit*

Board of Education President Signature:     Date:

*[Signature]*