



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

Commissioner of Education  
President of the University of the State of New York  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: [commissioner@mail.nysed.gov](mailto:commissioner@mail.nysed.gov)  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

December 5, 2012

Robert F. Reina, Superintendent  
Frankfort-Schuyler Central School District  
605 Palmer Street  
Frankfort, NY 13340

Dear Superintendent Reina:

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 Wednesday, September 19, 2012

Updated Tuesday, November 06, 2012

---

## 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 : 210402060000

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

*210402060000*

#### 1.2) School District Name: FRANKFORT-SCHUYLER CSD

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

*FRANKFORT-SCHUYLER 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):

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, September 26, 2012

Updated Thursday, November 29, 2012

---

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	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	Teacher will meet with building principal to examine pre-test and historical data to determine student growth.
---	--

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Targets will be based on class averages.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100 percent of students will meet target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84 percent will meet target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69 percent will meet target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49 percent will meet target.

## 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	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher will meet with building principal to examine pre-test and historical data to determine student growth. Targets will be based on class averages.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100 Percent of students meet target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84 Percent of students meet target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69 Percent of students meet target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49 Percent of students meet target.

## 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	State-approved 3rd party assessment	Terra Nova 3
7	State-approved 3rd party assessment	Terra Nova 3

	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.	Teacher will meet with building principal to examine pre-test and historical data to determine student growth. Targets will be based on class averages.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100 Percent of students meet target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84 Percent of students meet target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69 Percent of students meet target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-49 Percent of students meet target.

## 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	State-approved 3rd party assessment	Terra Nova 3
7	State-approved 3rd party assessment	Terra Nova 3
8	State-approved 3rd party assessment	Terra Nova 3

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.	Teacher will meet with building principal to examine pre-test and historical data to determine student growth. Targets will be based on class averages.
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100 Percent of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84 Percent of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69 Percent of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49 Percent of students meet target.

## 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	State-approved 3rd party assessment	Terra Nova 3

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.	Teacher will meet with building principal to examine pre-test and historical data to determine student growth. Targets will be based on class averages.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100 Percent of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84 Percent of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69 Percent of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49 Percent of students meet target.

## 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.	Teacher will meet with building principal to examine pre-test and historical data to determine student growth. Targets will be based on class averages.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100 Percent of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84 Percent of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69 Percent of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49 Percent of students meet target.

## 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.	Teacher will meet with building principal to examine pre-test and historical data to determine student growth. Targets will be based on class averages.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100 Percent of students meet target.

Effective (9 - 17 points) Results meet District goals for similar students.	70-84 Percent of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69 Percent of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49 Percent of students meet target.

## 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	Terra Nova 3
Grade 10 ELA	State approved 3rd party assessment	Terra Nova 3
Grade 11 ELA	Regents assessment	Comprehensive English Regents Exam

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teacher will meet with building principal to examine pre-test and historical data to determine student growth. Targets will be based on class averages.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100 Percent of students meet target.
Effective (9 - 17 points) Results meet District goals for similar students.	70-84 Percent of students meet target.
Developing (3 - 8 points) Results are below District goals for similar students.	50-69 Percent of students meet target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49 Percent of students meet target.

## 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
Introduction to Engineering and Design	District, Regional or BOCES-developed	Frankfort Schuyler District Developed Assessment for Introduction to Engineering and Design
Principles of Engineering	District, Regional or BOCES-developed	Frankfort Schuyler District Developed Assessment for Principals of Engineering



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 Locally Developed Controls*

## 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 Wednesday, September 26, 2012

Updated Thursday, November 29, 2012

---

#### 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	AIMSWeb
5	4) State-approved 3rd party assessments	AIMSWeb
6	4) State-approved 3rd party assessments	AIMSWeb
7	4) State-approved 3rd party assessments	AIMSWeb
8	4) State-approved 3rd party assessments	AIMSWeb

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 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	AIMSWeb
5	4) State-approved 3rd party assessments	AIMSWeb
6	4) State-approved 3rd party assessments	AIMSWeb
7	4) State-approved 3rd party assessments	AIMSWeb
8	4) State-approved 3rd party assessments	AIMSWeb

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/182245-rhJdBgDruP/15 % Hedi Scoring Band.pdf](assets/survey-uploads/5139/182245-rhJdBgDruP/15% Hedi Scoring Band.pdf)

## 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	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 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	AIMSWeb
1	4) State-approved 3rd party assessments	AIMSWeb
2	4) State-approved 3rd party assessments	AIMSWeb
3	4) State-approved 3rd party assessments	AIMSWeb

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 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	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 6 Science
7	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 7 Science
8	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 8 Science

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 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	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 6 Social Studies
7	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 8 Social Studies

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 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	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Global 1
Global 2	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Global 2
American History	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed American History

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	85-100 4

achievement for grade/subject.		
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84	3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64	2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21	1

### 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	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Chemistry
Physics	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Physics

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.	
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100	4
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84	3
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement	22-64	2

for grade/subject.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. 0-21 1

### 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	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Algebra 2

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 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	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 9 ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 10 ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	HFHO Boces Developed Grade 11 ELA

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.	Teacher will meet with building principal to determine a student achievement target using baseline data. Ranges represent percentage of students reaching target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100 4
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84 3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64 2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21 1

### 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
Introduction to Engineering and Design	5) District/regional/BOCES–developed	FS District Developed Assessment to Introduction to Engineering and Design
Principles of Engineering	5) District/regional/BOCES–developed	FS District Developed Assessment to Introduction to Principles of Engineering



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

*assets/survey-uploads/5139/182245-y92vNseFa4/APPR-9-26-12.pdf*

### 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.

*N/A*

### 3.15) Teachers with More Than One Locally Selected Measure

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

*Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same population.*

### 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 Wednesday, September 26, 2012

Updated Tuesday, December 04, 2012

---

### 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.)

*NYSUT Teacher Practice Rubric*

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*Teachers will be evaluated using the entire NYSUT Rubric. The elements are scored using a rating of 1-4. Within each domain, element scores will be averaged to determine a domain score. All domain scores will be added together and averaged to provide a final score that will be converted to a 0-60 composite score.*

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 59-60 is highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 57-58 is effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 50-56 is developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 0-49 is ineffective.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
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?

- 
- Not Applicable
-

# 5. Composite Scoring (Teachers)

Created Wednesday, September 26, 2012

Updated Tuesday, November 27, 2012

---

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

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 Wednesday, September 26, 2012

Updated Tuesday, November 06, 2012

## 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/5265/182369-Df0w3Xx5v6/APPR3-9-26-12.pdf>

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *H. Appeals procedures*

*The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for*

*appeal must be raised within one appeal.*

### *H.1 APPR Subject to Appeal Procedure*

*Any unit member aggrieved by an APPR rating of either “ineffective,” or “developing” may challenge that APPR.*

*In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.*

### *H.2 Grounds for an Appeal*

*An appeal may be filed challenging the APPR based upon one or more of the following grounds:*

- a. The substance of the Annual Professional Performance Review;*
- b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- c. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;*
- d. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

### *H.3 Notification of the Appeal*

*In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) business days after the teacher has received the APPR. Notification of the appeal shall be provided to the superintendent of schools or his designee. In any case the entire appeals process shall not exceed 45 business days.*

### *H.4 Supervising Administrator’s written response to appeal*

*Within five (5) business days of receipt of an appeal, the supervising administrator must submit a detailed written response to the Superintendent, the lead evaluator, and the teacher requesting the appeal. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.*

### *H.3 Decisions on Appeal*

*Step 1 – Within five business days of receipt of the administrator’s written response the bargaining unit member shall conference with the supervising administrator. The bargaining unit member shall upon request be entitled to a Union representative being present. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the Superintendent in writing, within five (5) business days of the conclusion of the conference.*

### *Step 2 – Superintendent’s Appeal*

- a) Within five (5) business days of receipt of the Step 1 decision, the member shall be entitled to a meeting with the Superintendent (or his/her designee if the Superintendent’s evaluation/observation is being appealed). Any administrator rendering a decision on an APPR appeal must be appropriately trained and certified pursuant to the requirements outlined in paragraph 3 of the APPR plan between the District and the Union. The bargaining unit member shall upon request be entitled to a Union representative being present*
- b) The Superintendent of Schools (or his/her designee) shall decide the matter based upon the written appeal, information obtained*

from the evaluating administrator and information obtained at a meeting with the teacher.

c) The Superintendent of Schools shall provide a written determination on the appeal to the member with a copy to the evaluating administrator within fourteen (14) business days of the meeting with the Superintendent. The written determination and appeal shall be placed in the member's personnel file.

d) The determination of the Superintendent of Schools is final and binding. It is not subject to any further appeal pursuant to the grievance procedure.

## 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.

*Lead evaluators are trained by the Assistant Superintendent of the Herkimer-Fulton-Hamilton-Otsego Boces, who is also the HFHO Boces Network Team Leader. In partnership with other members of the Staff-Curriculum Development Network {SCDN} across the state, the Network Leader turnkeys and augments the training provided by the NYSED at the Network Team Institutes on all nine elements mandated by 3012c over the course of the 2012-2013 school year. All lead evaluators will certify and re-certify using the process modeled by NYSED and approved by the Frankfort Schuylar Board of Education on an annual basis. The Superintendent will be responsible for ensuring inter-rater reliability and will monitor the observation cycles of all lead evaluators for consistency and alignment to the NYS Teaching Standards.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, October 01, 2012  
Updated Tuesday, November 06, 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):

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		N/A

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

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

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

*assets/survey-uploads/5365/184685-lha0DogRNw/Scrap.shs*

## 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 Special Adjustments or Controls*

### 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 Monday, October 01, 2012  
Updated Tuesday, December 04, 2012

---

## 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
6-8	(d) measures used by district for teacher evaluation	AIMSWeb
9-12	(d) measures used by district for teacher evaluation	ELA 11 and Integrated Algebra Regents Exams
K-5	(d) measures used by district for teacher evaluation	AIMSWeb

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.*

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Grades 9-12 will use an average of the ELA 11 and Integrated Algebra Regents Exams scores for each student.</p> <p>Grades 6-8, an individual student raw score for AIMS Web for ELA and Math will be used.</p> <p>Grades K-5, an individual student raw score for AIMS Web for ELA and Math will be used.</p> <p>The ranges represent the percentage of students reaching their achievement target. The achievement target is based on the average score of the students in their respective buildings. The target will be set by the Principal, approved by the Superintendent and based upon the students score.</p>
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of the students meet their achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84% of the students meet their achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-64% of the students meet their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21% of the students meet their achievement target.

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

*(No response)*

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

<assets/survey-uploads/5366/184731-qBFVOWF7fC/doc02829720121203154748.pdf>

## 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
N/A		N/A

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

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

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

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

*(No response)*

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

*assets/survey-uploads/5366/184731-T8MIGWUVm1/Multi-D-Principal-11-6-12.pdf*

### 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.

*N/A*

### 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.

*Principal with more than one locally selected measure will have their scores combine commensurate with the ratio of students tested or the number of assessment administered to the same student population.*

### 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 Monday, October 01, 2012  
Updated Thursday, November 29, 2012

---

## 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]	60
---	----

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

### 9.5) Survey Tool(s) (if applicable)

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*Principals will be evaluated using the Multi-Dimensional Principal Performance Rubric on observed elements. The elements are scored using a rating of 1-4. Within each domain, element scores will be averaged to determine a domain score. All domain scores will be added together and averaged to provide a final score that will be converted to a 0-60 composite score.*

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/5143/184790-pMADJ4gk6R/Julie.docx 11-29-2012.docx*

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

Highly Effective: Overall performance and results exceed standards.	A score is calculated for each domain. The scores are combined for a total score of 59-60 is Highly Effective.
Effective: Overall performance and results meet standards.	A score is calculated for each domain. The scores are combined for a total score of 57-58 is Effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. The scores are combined for a total score of 50-56 is Developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. The scores are combined for a total score of 0-49 Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, October 01, 2012

Updated Tuesday, November 06, 2012

---

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

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 Monday, October 01, 2012  
Updated Tuesday, November 27, 2012

---

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

*assets/survey-uploads/5276/184835-Df0w3Xx5v6/PIMP\_1.shs*

### 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:

#### *SECTION II: APPEAL PROCESS*

*Frankfort-Schuylers Central School District  
Principal APPR Appeal Process*

*The parties agree to the following appeal process for APPR:*

*RATINGS THAT MAY BE APPEALED:*

*Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.*

*A. Non-tenured and tenured principals who receive a rating of "ineffective" and "developing" on their Annual Professional Performance Review ("APPR") composite score may appeal their*

*APPR through the procedure herein. Ratings of "effective" and "highly effective" may not be appealed unless in the future these categories are connected to additional compensation.*

*PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. A principal may file only one appeal from a single APPR, however there may be more than one ground cited for the appeal. Those eligible for an appeal shall simply be referred to as "principal" below.*

*B. A probationary and tenured principal may submit a written response to any evaluation which shall be filed with the APPR.*

*C. "APPR" and "evaluation" are used interchangeably herein.*

*D. "Business days" as used herein shall be defined as those days other than weekends and declared holidays, that the District's Central Office is open.*

*E. A principal has fifteen (15) calendar days from receipt of his or her rating to submit a written appeal setting forth any and all objections to the APPR. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.*

*CHALLENGES IN AN APPEAL:*

*F. An appeal of an APPR Appeals are limited to those identified by Education Law §3012-c, as follows:*

*i. the substance of the annual professional performance review and/or implementation of the terms of the principal improvement plan*

*ii. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;*

*iii. the school district's adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans;\_The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*

*iv: The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

*BURDEN OF PROOF*

*The burden shall be on the district and the principal to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.*

*G. The written appeal document prepared by the principal must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. The burden of proving a violation shall be on the principal and the Superintendent.*

#### *TIME FRAME FOR FILING APPEAL*

*The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. The entire process shall not exceed 50 calendar days.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.*

*H. The principal will initiate his/her appeal in writing by submitting a letter of appeal and a copy of the APPR evaluation to the Superintendent of Schools. It is recommended that the principal filing the appeal also notify the F-SAA President of the appeal. The act of mailing the appeal shall constitute filing.*

*I. The Superintendent will inform the evaluating F-SAA President that the principal has initiated the appeals process. The Superintendent will provide a copy of the appeal and the evaluation to the appealing administrator, F-SAA President, and Appeals Officer within ten (10) calendar days of receipt of the appeal option, provide a written response to the appeal. If a written response is prepared, it must be submitted to the appealing principal, F-SAA President, and to the Appeals Officer for its consideration within ten (10) calendar days of his/her receipt of the written appeal.*

#### *TIME FRAME FOR DISTRICT RESPONSE*

*Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted*

*at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the*

*same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.*

#### *DECISION PROCESS FOR APPEAL*

*Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of (5) hearing officers approved mutually by the district and bargaining unit representing the principals.*

*The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*

*b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*

*c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*

*d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*

*e. All Appeals deliberations will be conducted in confidentially and privately. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.*

*f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

#### *DECISION*

*A written decision on the merits of the appeal shall be rendered no later than five (5) business days from the close of the hearing. Such decision shall be a final administrative decision.*

*When the Appeals Officer makes a determination on whether the appeal should be denied or granted, a single written determination*

shall be prepared and issued. This determination shall be provided to the appealing principal, Superintendent, and F-SAA president within five (5) calendar days.

The determination by the Appeals Officer shall set forth in writing and include the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained in whole or in part, the Appeals Officer may modify a rating or, order the rating vacated. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

A copy of the decision shall be provided to the principal and the district representative.

The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal.

A copy of the written determination and record on appeal shall be placed in the principal's personnel file.

#### **EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE**

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

#### **OTHER**

1. The district and bargaining unit for the principal shall maintain a list of no less than five (5) mutually agreed upon hearing officers. Appeals shall be referred for consideration to a single individual (Appeals Officer) chosen from a list of five (5) mutually agreed upon appeals officers. The chosen Appeals Officer should be a retired certified school administrator who was not or is not employed by the local BOCES, is not connected in any manner to the school district, and is neutral to district for all parties.

2. The chosen Appeals Officer will be mutually agreed upon by the following representative parties: the F-SAA and the District. Neither the principals appealing his/her APPR nor the superintendent may be the appeals officer.

3. The district and unit agree that hearing officers shall be paid no more than \$ 500.00 for the hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of the district.

4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

#### **Final**

11. The parties agree and understand that the new APPR process is an evolving process which will require the parties to periodically agree to re-open negotiations on aspects of the process. The parties agree that the matters described herein shall be subject to review as a part of the negotiations of a successor contract and may be re-opened prior to the expiration of the current collective bargaining agreement by mutual agreement. In either case, the parties agree to convene a committee comprised of representatives of the Association and representatives of the District to conduct such review and engage

in negotiations by April 1, 2013 or as soon as practical after data from NYSED becomes available to complete evaluations for the 2012-2013 school year.

12. The parties agree to make the necessary changes to the current collective bargaining agreement to render it compatible with this Memorandum of Agreement.

13. The Superintendent of Schools and President of the Association agree to execute the required certification to submit a new APPR plan to the NYS Education Department as is presently required by the Commissioner of Education.

Association President V> Date I Q -L -I2\_  
Superintendent i Date /o- t-r;;;

## 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.

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

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

*The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the HFHO BOCES Network Team evaluator/lead evaluator training in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:*

- 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;*
- 4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;*
- 7) Use of the Statewide Instructional Reporting System;*
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and*
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

*Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/ principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the HFHO BOCES Network Team. This training will support the*

*continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The HFHO BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The HFHO BOCES Network team will certify and re-certify lead evaluators on an annual basis, for the purpose of ensuring inter-rater reliability. The HFHO BOCES Network Team will also monitor the observation cycle of all lead evaluators for consistency and alignment with the ISLLC Standard.*

## 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 Monday, October 01, 2012

Updated Tuesday, December 04, 2012

---

### 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/5581/184885-3Uqgn5g9Iu/12-4-12-final-signature.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.

## HEDI Scoring Band Possibilities

### 20% Growth and Local

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	92-96	85-91	83-84	81-82	79-80	77-78	75-76	73-74	72	71	70	65-69	60-64	57-59	53-56	51-52	50	48-49	45-47	0-44

### 60% Observation Process with 20% and 20%

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

HEDI SCORING BANDS- GROWTH MODEL FOR SLO'S-2.4-2.8, 2.10

<u>Highly Effective</u>		<u>Effective</u>										<u>Developing</u>							<u>Ineffective</u>		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
100-95	94-90	89-85	84-82	81-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-57	56-50	49-43	42-36	35-29	28-22	21-15	14-8	7-0	

*Martin County School*







## CONVERSION OF RUBRIC POINTS TO HEDI SCORING OTHER MEASURES OF EFFECTIVENESS (4.5)

1.000=0	1.325=40
1.008=1	1.333=41
1.017=2	1.341=42
1.025=3	1.350=43
1.033=4	1.358=44
1.042=5	1.367=45
1.050=6	1.375=46
1.058=7	1.383=47
1.067=8	1.392=48
1.075=9	1.400=49
1.083=10	1.500=50
1.092=11	1.600=50.7
1.100=12	1.700=51.4
1.108=13	1.800=52.1
1.115=14	1.900=52.8
1.123=15	2.0=53.5
1.131=16	2.1=54.2
1.138=17	2.2=54.9
1.146=18	2.3=55.6
1.154=19	2.4=56.3
1.162=20	2.5=57.0
1.169=21	2.6=57.2
1.177=22	2.7=57.4
1.185=23	2.8=57.6
1.192=24	2.9=57.8
1.200=25	3.0=58
1.208=26	3.1=58.2
1.217=27	3.2=58.4
1.225=28	3.3=58.6
1.233=29	3.4=58.8
1.242=30	3.5=59
1.250=31	3.6=59.3
1.258=32	3.7=59.5
1.267=33	3.8=59.8
1.275=34	3.9=60
1.283=35	4.0=60
1.292=36	
1.300=37	
1.308=38	
1.317=39	

# Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

	Teachers with a State Growth Score	Teachers with Local Growth Score
<b>1 Subcomponent A</b> First, acquire the State assessments score expressed as a number from 0-25 (TSGPS) or local growth score from 0-20	/25	/20
<b>2 Subcomponent B</b> Next, using your local methodology, acquire a value expressed as a number between 0-15 for teachers with a state growth score or 0-20 for teachers in a local growth score, representing a score derived from multiple locally selected measures of student achievement	/15	/20
<b>3 Subcomponent C</b> The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60	/60
<b>4 Add A+B+C</b>		

Identify in which scoring range the composite score falls to determine a final effectiveness rating.

Highly Effective

Effective

Developing

Ineffective

Final effectiveness rating: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_



# Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describes developmental characteristics of students</i>	
1.1b	<i>Creates developmentally appropriate lessons</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Meets diverse learning needs of each student</i>	
1.3b	<i>Plans for student strengths, interests, and experiences</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

2	Knowledge of Content and Instructional Planning	Score
2.1a	<i>Understands key concepts and themes in the discipline</i>	
2.1b	<i>Understands key disciplinary language</i>	
2.1c	<i>Uses current developments in pedagogy and content</i>	
2.1d	<i>Understands learning standards</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs instruction to meet diverse learning needs of students</i>	
2.3b	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3c	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Aligns learning standards</i>	
2.4b	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes physical space</i>	
2.6b	<i>Incorporates technology</i>	
2.6c	<i>Organizes time</i>	
2.6d	<i>Selects materials and resources</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Establishes high expectations</i>	
3.3b	<i>Articulates measures of success</i>	
3.3c	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
3.6c	<i>Adjusts pacing</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Establishes high expectations for achievement</i>	
4.2b	<i>Promotes student curiosity</i>	
4.2c	<i>Promotes student pride in work and accomplishments</i>	
4.3a	<i>Establishes expectations for student behavior</i>	
4.3b	<i>Establishes routines, procedures and transitions</i>	
4.3c	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes the physical environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

## Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	Uses assessments to establish learning goals and inform instruction	
5.1b	Measures and records student achievement	
5.1c	Aligns assessments to learning goals	
5.1d	Implements accommodations and modifications	
5.2a	Analyzes assessment data	
5.2b	Uses assessment data to set goals and provide feedback to students	
5.2c	Engages students in self-assessment	
5.3a	Accesses and interprets assessments	
5.4a	Understands assessment measures and grading procedures	
5.4b	Establishes an assessment system	
5.5a	Communicates purposes and criteria	
5.5b	Provides preparation and practice	
5.5c	Provides assessment skills and strategies	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

7	Professional Growth	Score
7.1a	Reflects on evidence of student learning	
7.1b	Reflects on biases	
7.1c	Plans professional growth	
7.2a	Sets goals	
7.2b	Engages in professional growth	
7.3a	Gives and receives constructive feedback	
7.3b	Collaborates	
7.4a	Accesses professional memberships and resources	
7.4b	Expands knowledge base	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

6	Professional Responsibilities and Collaboration	Score
6.1a	Demonstrates ethical, professional behavior	
6.1b	Advocates for students	
6.1c	Demonstrates ethical use of information and information technology	
6.1d	Completes training to comply with state and local requirements and jurisdiction	
6.2a	Supports the school as an organization with a vision and mission	
6.2b	Participates on an instructional team	
6.2c	Collaborates with the larger community	
6.3a	Engages families	
6.3b	Communicates student performance	
6.4a	Maintains records	
6.4b	Manages time and attendance	
6.4c	Maintains classroom and school resources and materials	
6.4d	Participates in school and district events	
6.5a	Communicates policies	
6.5b	Maintains confidentiality	
6.5c	Reports concerns	
6.5d	Adheres to policies and contractual obligations	
6.5e	Accesses resources	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Assessment of Practice Transfer standard scores to the boxes below	Scores
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
<b>Subtotal</b>	
<b>Divide by 7</b>	
<b>Total score of professional practice</b>	



HEDI SCORING BANDS- GROWTH MODEL FOR SLO'S-2.4-2.8, 2.10

<u>Highly Effective</u>		<u>Effective</u>										<u>Developing</u>							<u>Ineffective</u>		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
100-95	94-90	89-85	84-82	81-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-57	56-50	49-43	42-36	35-29	28-22	21-15	14-8	7-0	

*Martin Central School*







## CONVERSION OF RUBRIC POINTS TO HEDI SCORING OTHER MEASURES OF EFFECTIVENESS (4.5)

1.000=0	1.325=40
1.008=1	1.333=41
1.017=2	1.341=42
1.025=3	1.350=43
1.033=4	1.358=44
1.042=5	1.367=45
1.050=6	1.375=46
1.058=7	1.383=47
1.067=8	1.392=48
1.075=9	1.400=49
1.083=10	1.500=50
1.092=11	1.600=50.7
1.100=12	1.700=51.4
1.108=13	1.800=52.1
1.115=14	1.900=52.8
1.123=15	2.0=53.5
1.131=16	2.1=54.2
1.138=17	2.2=54.9
1.146=18	2.3=55.6
1.154=19	2.4=56.3
1.162=20	2.5=57.0
1.169=21	2.6=57.2
1.177=22	2.7=57.4
1.185=23	2.8=57.6
1.192=24	2.9=57.8
1.200=25	3.0=58
1.208=26	3.1=58.2
1.217=27	3.2=58.4
1.225=28	3.3=58.6
1.233=29	3.4=58.8
1.242=30	3.5=59
1.250=31	3.6=59.3
1.258=32	3.7=59.5
1.267=33	3.8=59.8
1.275=34	3.9=60
1.283=35	4.0=60
1.292=36	
1.300=37	
1.308=38	
1.317=39	

# Composite Score

Worksheet: Calculating the Composite Score of Teacher Effectiveness

	Teachers with a State Growth Score	Teachers with Local Growth Score
<b>1 Subcomponent A</b> First, acquire the State assessments score expressed as a number from 0-25 (TSGPS) or local growth score from 0-20	/25	/20
<b>2 Subcomponent B</b> Next, using your local methodology, acquire a value expressed as a number between 0-15 for teachers with a state growth score or 0-20 for teachers in a local growth score, representing a score derived from multiple locally selected measures of student achievement	/15	/20
<b>3 Subcomponent C</b> The scoring methodology has resulted in a rating of 1-4. Use a locally negotiated conversion table to express this score as a value between 0-60	/60	/60
<b>4 Add A+B+C</b>		

Identify in which scoring range the composite score falls to determine a final effectiveness rating.

Highly Effective

Effective

Developing

Ineffective

Final effectiveness rating: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_



# Calculating the Score of Professional Practice

1	Knowledge of Students and Student Learning	Score
1.1a	<i>Describes developmental characteristics of students</i>	
1.1b	<i>Creates developmentally appropriate lessons</i>	
1.2a	<i>Uses strategies to support learning and language acquisition</i>	
1.2b	<i>Uses current research</i>	
1.3a	<i>Meets diverse learning needs of each student</i>	
1.3b	<i>Plans for student strengths, interests, and experiences</i>	
1.4a	<i>Communicates with parents, guardians, and/or caregivers.</i>	
1.5a	<i>Incorporates the knowledge of school community and environmental factors</i>	
1.5b	<i>Incorporates multiple perspectives</i>	
1.6a	<i>Understands technological literacy</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

2	Knowledge of Content and Instructional Planning	Score
2.1a	<i>Understands key concepts and themes in the discipline</i>	
2.1b	<i>Understands key disciplinary language</i>	
2.1c	<i>Uses current developments in pedagogy and content</i>	
2.1d	<i>Understands learning standards</i>	
2.2a	<i>Incorporates diverse social and cultural perspectives</i>	
2.2b	<i>Incorporates individual and collaborative critical thinking and problem solving</i>	
2.2c	<i>Incorporates disciplinary and cross-disciplinary learning experiences</i>	
2.3a	<i>Designs instruction to meet diverse learning needs of students</i>	
2.3b	<i>Designs learning experiences that connect to students' life experiences</i>	
2.3c	<i>Designs self-directed learning experiences</i>	
2.4a	<i>Aligns learning standards</i>	
2.4b	<i>Articulates learning objectives/goals with learning standards</i>	
2.5a	<i>Designs instruction using current levels of student understanding</i>	
2.5b	<i>Designs learning experiences using prior knowledge</i>	
2.6a	<i>Organizes physical space</i>	
2.6b	<i>Incorporates technology</i>	
2.6c	<i>Organizes time</i>	
2.6d	<i>Selects materials and resources</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

3	Instructional Practice	Score
3.1a	<i>Aligns instruction to standards</i>	
3.1b	<i>Uses research-based instruction</i>	
3.1c	<i>Engages students</i>	
3.2a	<i>Provides directions and procedures</i>	
3.2b	<i>Uses questioning techniques</i>	
3.2c	<i>Responds to students</i>	
3.2d	<i>Communicates content</i>	
3.3a	<i>Establishes high expectations</i>	
3.3b	<i>Articulates measures of success</i>	
3.3c	<i>Implements challenging learning experiences</i>	
3.4a	<i>Differentiates instruction</i>	
3.4b	<i>Implements strategies for mastery of learning outcomes</i>	
3.5a	<i>Provides opportunities for collaboration</i>	
3.5b	<i>Provides synthesis, critical thinking, and problem-solving</i>	
3.6a	<i>Uses formative assessment</i>	
3.6b	<i>Provides feedback during and after instruction</i>	
3.6c	<i>Adjusts pacing</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

4	Learning Environment	Score
4.1a	<i>Interacts with students</i>	
4.1b	<i>Supports student diversity</i>	
4.1c	<i>Reinforces positive interactions among students</i>	
4.2a	<i>Establishes high expectations for achievement</i>	
4.2b	<i>Promotes student curiosity</i>	
4.2c	<i>Promotes student pride in work and accomplishments</i>	
4.3a	<i>Establishes expectations for student behavior</i>	
4.3b	<i>Establishes routines, procedures and transitions</i>	
4.3c	<i>Establishes instructional groups</i>	
4.4a	<i>Organizes the physical environment</i>	
4.4b	<i>Manages volunteers and/or paraprofessionals</i>	
4.4c	<i>Establishes classroom safety</i>	
A	<b>Total of all indicators</b>	
B	<b>Divide A by number of indicators assessed</b>	
C	<b>Total standard score</b>	

## Calculating the Score of Professional Practice

5	Assessment for Student Learning	Score
5.1a	Uses assessments to establish learning goals and inform instruction	
5.1b	Measures and records student achievement	
5.1c	Aligns assessments to learning goals	
5.1d	Implements accommodations and modifications	
5.2a	Analyzes assessment data	
5.2b	Uses assessment data to set goals and provide feedback to students	
5.2c	Engages students in self-assessment	
5.3a	Accesses and interprets assessments	
5.4a	Understands assessment measures and grading procedures	
5.4b	Establishes an assessment system	
5.5a	Communicates purposes and criteria	
5.5b	Provides preparation and practice	
5.5c	Provides assessment skills and strategies	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

7	Professional Growth	Score
7.1a	Reflects on evidence of student learning	
7.1b	Reflects on biases	
7.1c	Plans professional growth	
7.2a	Sets goals	
7.2b	Engages in professional growth	
7.3a	Gives and receives constructive feedback	
7.3b	Collaborates	
7.4a	Accesses professional memberships and resources	
7.4b	Expands knowledge base	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

6	Professional Responsibilities and Collaboration	Score
6.1a	Demonstrates ethical, professional behavior	
6.1b	Advocates for students	
6.1c	Demonstrates ethical use of information and information technology	
6.1d	Completes training to comply with state and local requirements and jurisdiction	
6.2a	Supports the school as an organization with a vision and mission	
6.2b	Participates on an instructional team	
6.2c	Collaborates with the larger community	
6.3a	Engages families	
6.3b	Communicates student performance	
6.4a	Maintains records	
6.4b	Manages time and attendance	
6.4c	Maintains classroom and school resources and materials	
6.4d	Participates in school and district events	
6.5a	Communicates policies	
6.5b	Maintains confidentiality	
6.5c	Reports concerns	
6.5d	Adheres to policies and contractual obligations	
6.5e	Accesses resources	
A	Total of all indicators	
B	Divide A by number of indicators assessed	
C	Total standard score	

Assessment of Practice	Scores
Transfer standard scores to the boxes below	
Standard 1 Knowledge of Students and Student Learning	
Standard 2 Knowledge of Content and Instructional Planning	
Standard 3 Instructional Practice	
Standard 4 Learning Environment	
Standard 5 Assessment for Student Learning	
Standard 6 Professional Responsibilities and Collaboration	
Standard 7 Professional Growth	
Subtotal	
Divide by 7	
Total score of professional practice	



Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Final Composite Score will be a whole number.

# Teacher Improvement Plan Checklist

A Teacher Improvement Plan will include the following:

- Check the specific area(s) of Professional Practice Standards to be improved
- Specific goals for improvement which are linked to the performance indicators and/or the APPR evaluation criteria
- Activities, strategies are identified clearly
- Identification of multiple resources and supports are listed to help the teacher *such as, but not limited to:*
  - ⇒ *Mentors*
  - ⇒ *Professional Development Plan offerings*
  - ⇒ *BOCES and Teacher Center workshops,*
  - ⇒ *Higher Education Institution courses*
  - ⇒ *Observations of other environments*
  - ⇒ *Employee Assistance Program recommendation*
  - ⇒ *Release time for courses, workshops, observations, and mentoring*
- Indicators of progress are defined with criteria (if needed)
- Evaluation procedures and methods are identified
- Evaluation timeline with review timeframes are listed
- Signatures by the teacher and administrator(s) are included

# TEACHER IMPROVEMENT PLAN

<b>Teacher's Name:</b> _____	<b>Tenured:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>School Building:</b> _____	<b>School Year:</b> _____
<b>Collaborative Meeting Dates:</b> _____ 1 <sup>st</sup> _____ 2 <sup>nd</sup> _____ 3 <sup>rd</sup> _____	_____
<b>Dates of implementation for this plan:</b> _____	_____
<b>Submitted by:</b> _____	<b>Title:</b> _____

Check specific focus area(s) of Professional Practice Standards to be improved:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Knowledge of Students/Learning | <input type="checkbox"/> Learning Environment            | <input type="checkbox"/> Professional Responsibilities |
| <input type="checkbox"/> Knowledge of Content/Planning  | <input type="checkbox"/> Assessment for Student Learning |  |
| <input type="checkbox"/> Instructional Practice         | <input type="checkbox"/> Professional Growth             |  |

Specific goals for improvement in each area:

<b>Focus Area #1</b>	<input type="checkbox"/> Administrator Initiated	<input type="checkbox"/> Teacher Initiated
----------------------	--	--

Goals for Improvement:

Strategies and Activities *(with timelines if applicable)*:

Supports and Resources:

<b>Focus Area #2</b>	<input type="checkbox"/> Administrator Initiated	<input type="checkbox"/> Teacher Initiated
----------------------	--	--

Goals for Improvement:

Strategies and Activities *(with timelines if applicable)*:

Supports and Resources:

cus Area #3

Administrator Initiated

Teacher Initiated

**Goals for Improvement:**

**Strategies and Activities** *(with timelines if applicable):*

**Supports and Resources:**

**Indicators of Progress:**

**Evaluation Procedures:**

**Evaluation Timeline and Review Periods:**

_____	to	_____

Meeting: \_\_\_\_\_  
 Meeting: \_\_\_\_\_  
 Meeting: \_\_\_\_\_  
 Meeting: \_\_\_\_\_

Educator's Name: *(Please print)* \_\_\_\_\_

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

Educator's Signature: \_\_\_\_\_

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

Administrator's Signature and Title: \_\_\_\_\_

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

Union Representative's Signature and Title: \_\_\_\_\_

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

School: \_\_\_\_\_

Original: Personnel File  
Copy: Teacher

**HEDI SCORING BANDS SET IN LAW AND REGULATION:  
BOTH ACHIEVEMENT COMPONENTS PLUS COMPOSITE**

(BANDS FOR “OTHER MEASURES” NEGOTIABLE)

**POINT BANDS FOR 2011-12 GRADE 4-8 ELA/MATH AND 2012-13 FOR THOSE  
FOR WHOM A VALUE-ADDED SCORE WILL NOT BE GENERATED:**

<b>Level</b>	<b>Measures of Student Growth (25%)</b>	<b>Local measures of student achievement (15%)</b>	<b>Overall Composite Score</b>
<b>Highly Effective</b>	<b>18-20</b>	<b>18-20</b>	<b>91-100</b>
<b>Effective</b>	<b>9-17</b>	<b>9-17</b>	<b>75-90</b>
<b>Developing</b>	<b>3-8</b>	<b>3-8</b>	<b>65-74</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>	<b>0-64</b>

POINT BANDS FOR 2012-13 WHEN A VALUE ADDED MODEL IS ADOPTED;

ONLY APPLIES TO THOSE WHO WILL GET A STATE VALUE ADDED SCORE:

<b>Level</b>	<b>Measures of Student Growth (25%)</b>	<b>Local measures of student achievement (15%)</b>	<b>Overall Composite Score</b>
<b>Highly Effective</b>	<b>22-25</b>	<b>14-15</b>	<b>91-100</b>
<b>Effective</b>	<b>10-21</b>	<b>8-13</b>	<b>75-90</b>
<b>Developing</b>	<b>3-9</b>	<b>3-7</b>	<b>65-74</b>
<b>Ineffective</b>	<b>0-2</b>	<b>0-2</b>	<b>0-64</b>

**SECTION III: “OTHER” MEASURES OF EFFECTIVENESS (60 POINTS)**

**Frankfort-Schuyler Central School District  
Principal’s Leadership and Management  
Assessment Summary: LCI Multidimensional Rubric**

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal’s performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal \_\_\_\_\_

School Year \_\_\_\_\_

Domain	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning				
School Culture and Instructional Program				
Safe, Efficient, Effective Learning Environment				
Community				
Integrity, Fairness, Ethics				
Political, Social, Economic, Legal and Cultural Context				
OPTIONAL –Other: Goal Setting and Attainment				

**Overall Rating:**      Highly Effective      Effective      Developing      Ineffective

(Circle one)

<b>Rubric Performance Levels and Score Scale</b>	
<b><u>Performance Level</u></b>	<b><u>Points ranges negotiated (subject to negotiated revision should NYSED ranges change)</u></b>
Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

**Points Awarded 0-60:** \_\_\_\_\_



## Multidimensional Principal Performance Rubric

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	4
Culture	2
Sustainability	2
Domain 2: School Culture	29
Culture	4
Instructional Program	12
Capacity Building	5
Sustainability	4
Strategic Planning Process	4
Domain 3: Safe, Efficient, Effective Learning Environment	17
Capacity Building	3
Culture	4
Sustainability	3
Instructional Program	7
Domain 4: Community	4
Strategic Planning Process: Inquiry	2
Culture	1
Sustainability	1
Domain 5: Integrity, Fairness, Ethics	5
Sustainability	2.5
Culture	2.5
Domain 6: Political, Social, Economic, Legal & Cultural	2
Context	
Sustainability	1
Culture	1
Total Points	61

60 Percent Hedi Scoring Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Final Composite Score will be a whole number.

## **SECTION V: IMPROVEMENT PLAN**

### **Frankfort-Schuyler Central School District**

#### **Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies shall be developed and commenced no later than ten (10) school days after the start of a school year. The Superintendent, in conjunction with the principal, shall prepare the improvement plan based on obtainable, measurable objective standards.

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.

If the principal's appeal is successful, and the rating is reissued as effective or highly effective, the principal improvement plan will be canceled.

The improvement plan shall articulate what professional assistance the school district shall provide to the principal, including required and accessible resources to achieve goal(s): including assignment of a mentor, enrollment at conferences or professional development workshops or trainings, or provide additional support to ensure the principal's successful completion of the improvement plan as deemed necessary and at the District's expense.

After the issuance of the improvement plan, a formative evaluation process with documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback in which improvement efforts will be assessed, including evidence demonstrating improvement on progress shall be given within 5 business days of each meeting.

A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

A formal, final meeting shall be held at the completion of the improvement plan.

Within 10 school days of the final meeting, the Superintendent shall issue a final written summative assessment delineating progress made with an opportunity for comments by the principal.

#### **DEFINITIONS**

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

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

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

Timeline for Completion-The Superintendent will meet with the Principal monthly during the course of the principal improvement plan.

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

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

**Frankfort-Schuyler Central School District  
Principal Improvement Plan**

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comment

- 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: 12-4-12

*Robert F. Meyer*

Teachers Union President Signature: Date: 12-4-12

*Mike O'Neil*

Administrative Union President Signature: Date: 12-4-12

*Mrs. Janet M. Taylor*

Board of Education President Signature: Date: 12-4-12

*Paul A. Loke BOE Pres.*