



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
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

July 8, 2013

Revised

Michael Vanyo, Superintendent
Gloversville City School District
234 Lincoln Street
Gloversville, NY 12078

Dear Superintendent Vanyo:

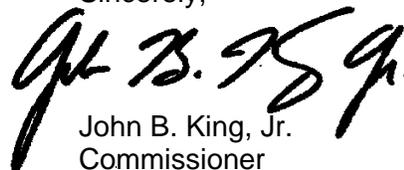
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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 12, 2012

Updated Friday, May 03, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 170500010000

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

170500010000

1.2) School District Name: GLOVERSVILLE CITY SD

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

GLOVERSVILLE CITY SD

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?

Submission of material changes to an approved APPR plan

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 12, 2012

Updated Tuesday, June 04, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The growth rate will equate to a Highly Effective Rating when the score is between 91-100 percent.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The growth rate will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The growth rate will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The growth rate will equate to an Ineffective Rating when the score is between 0-59 percent.

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The growth rate will equate to a Highly Effective Rating when the score is between 91-100 percent.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The growth rate will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The growth rate will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The growth rate will equate to an Ineffective Rating when the score is between 0-59 percent.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Gloversville ESD developed grade 6 science assessment

7	District, regional or BOCES-developed assessment	Gloversville ESD district developed grade 7 science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students reaching targets will equate to a Highly Effective Rating when the score is between 91-100 percent.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students reaching targets will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students reaching targets will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students reaching targets will equate to an Ineffective Rating when the score is between 0-59 percent.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Gloversville ESD district developed grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Gloversville ESD district developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Gloversville ESD district developed grade 8 social studies assessment

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

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.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students reaching targets will equate to a Highly Effective Rating when the score is between 91-100 percent.

Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students reaching targets will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students reaching targets will equate to a Developing Rating when the score is between 60-74 percent
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students reaching targets will equate to an Ineffective Rating when the score is between 0-59 percent.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Gloversville ESD developed Exam - Global 1 Test

	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.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students reaching targets will equate to a Highly Effective Rating when the score is between 91-100 percent.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students reaching targets will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students reaching targets will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students reaching targets will equate to an Ineffective Rating when the score is between 0-59 percent.

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.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students reaching targets will equate to a Highly Effective Rating when the score is between 91-100 percent.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students reaching targets will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students reaching targets will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students reaching targets will equate to an Ineffective Rating when the score is between 0-59 percent.

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.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students reaching targets will equate to a Highly Effective Rating when the score is between 91-100 percent.

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Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students reaching targets will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students reaching targets will equate to an Ineffective Rating when the score is between 0-59 percent.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	Comprehensive Regents Exam in English

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.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students reaching targets will equate to a Highly Effective Rating when the score is between 91-100 percent.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students reaching targets will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students reaching targets will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students reaching targets will equate to an Ineffective Rating when the score is between 0-59 percent.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art (K-8)	District, Regional or BOCES-developed	WSWHE BOCES developed grades K-8 art assessments

Art (9-12)	District, Regional or BOCES-developed	Gloversville ESD district developed grades 9-12 art assessments
Music (K-12)	District, Regional or BOCES-developed	WSWHE BOCES developed grades K-12 music assessments
Physical Education (K-12)	District, Regional or BOCES-developed	WSWHE BOCES developed grades K-12 physical education assessments
Business Education (9-12)	District, Regional or BOCES-developed	Gloversville ESD BOCES developed grades 9-12 Business Education assessments
Technology (6-12)	District, Regional or BOCES-developed	HFM BOCES developed grades 6-12 technology assessments
Economics	District, Regional or BOCES-developed	HFM BOCES developed economics assessment
Participation in Government	District, Regional or BOCES-developed	HFM BOCES developed - Participation in Government Exam
Family and Consumer Science (6-8)	District, Regional or BOCES-developed	Gloversville ESD BOCES developed grades 6-8 family and consumer science assessments
SUPA Social Studies Courses	District, Regional or BOCES-developed	Gloversville ESD developed SUPA social studies assessment
Foreign Language (8-12)	District, Regional or BOCES-developed	Gloversville ESD district developed grades 8-12 foreign language assessments
Health (7-12)	District, Regional or BOCES-developed	HFM BOCES developed grades 7-12 health assessments
All other teachers not listed above	District, Regional or BOCES-developed	Gloversville ESD developed grade and subject specific assessment
Computer Technology	District, Regional or BOCES-developed	Gloversville ESD district developed computer technology assessments

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Principals in collaboration with teachers will set individual student targets. Targets will be based on a pre-assessment. Teachers will earn a HEDI rating category based upon the percentage of students meeting their growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students reaching targets will equate to a Highly Effective Rating when the score is between 91-100 percent.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students reaching targets will equate to an Effective Rating when the score is between 75-90 percent.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students reaching targets will equate to a Developing Rating when the score is between 60-74 percent.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students reaching targets will equate to an Ineffective Rating when the score is between 0-59 percent.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/175713-TXEttx9bQW/HEDI Rating Conversion Chart_1.docx

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked

2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Thursday, October 04, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results, the STAR Enterprise Reading exam an expected median growth percentile based upon the pre-assessment, based on all of the teachers' student roster. This will be identified for each teacher. Teachers will be assigned 0-15 points within the HEDI rating categories as identified on the " MPG conversion chart for local assessments."
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of highly effective on the HEDI scale when their median growth percentile is between 61 and 99%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of effective on the HEDI scale when their median growth percentile is between 41 and 60%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of developing on the HEDI scale when their median growth percentile is between 21 and 40%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of ineffective on the HEDI scale when their median growth percentile is between 20 and 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	STAR Math Enterprise Assessment
5	4) State-approved 3rd party assessments	STAR Math Enterprise Assessment
6	4) State-approved 3rd party assessments	STAR Math Enterprise Assessment
7	4) State-approved 3rd party assessments	STAR Math Enterprise Assessment
8	4) State-approved 3rd party assessments	STAR Math Enterprise Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results, the STAR Enterprise Math exam an expected median growth percentile is set based upon the pre-assessment. This will be identified for each teacher, based upon the pre-assessment, based on all of the teachers' student roster. Teachers will be assigned 0-15 points within the HEDI rating categories as identified on the " MPG conversion chart for local assessments."
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of highly effective on the HEDI scale when their median growth percentile is between 61 and 99%.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of effective on the HEDI scale when their median growth percentile is between 41 and 60 %.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of developing on the HEDI scale when their median growth percentile is between 21 and 40 %.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of ineffective on the HEDI scale when their median growth percentile is between 20 and 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/5139/188470-rhJdBgDruP/forBen.docx

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results, the STAR Early Literacy Enterprise assessment and the STAR Reading Enterprise assessment an expected median growth percentile is set based upon the pre-assessment will. This will be identified for each teacher, based upon the pre-assessment, based on all of the teachers' student roster. Teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "MPG conversion chart for local assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of highly effective on the HEDI scale when their median growth percentile is between 61 and 99%.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of effective on the HEDI scale when their median growth percentile is between 41 and 60%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of developing on the HEDI scale when their median growth percentile is between 21 and 40%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of ineffective on the HEDI scale when their median growth percentile is between 1 and 20%.

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results, the STAR Early Literacy Enterprise assessment and the STAR Math Enterprise assessment an expected median growth percentile is set based upon the pre-assessment. This will be identified for each teacher, based upon the pre-assessment, based on all of the teachers' student roster. Teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "MPG conversion chart for local assessments."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of highly effective on the HEDI scale when their median growth percentile is between 61 and 99%.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of effective on the HEDI scale when their median growth percentile is between 41 and 60%.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of developing on the HEDI scale when their median growth percentile is between 21 and 40%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of ineffective on the HEDI scale when their median growth percentile is between 1 and 20%.

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	HFM BOCES developed grade 6 social studies assessment
7	5) District, regional, or BOCES–developed assessments	HFM BOCES developed grade 7 social studies assessment
8	5) District, regional, or BOCES–developed assessments	HFM BOCES developed grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the data results from regionally developed assessments, the percentage of students reaching proficiency (65%) will be determined for each teacher. Teachers will be assigned 0-20 points based on "conversion chart for local assessments." Teachers who have a case load comprised of more than 1/3 students with disabilities have an adjusted HEDI rating (scoring ranges increase with a multiplier of 1.17, the chart is available in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when the percentage of students reaching proficiency is 86% or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when the percentage of students reaching proficiency is 60-85%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when the percentage of students reaching proficiency is 30-59%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when the percentage of students reaching proficiency is 29% or less.

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	Gloversville ESD BOCES developed grade 6 social studies assessment
7	5) District, regional, or BOCES–developed assessments	Gloversville ESD developed grade 7 social studies assessment
8	5) District, regional, or BOCES–developed assessments	Gloversville ESD developed grade 8 social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the data results from regionally developed assessments, the percentage of students reaching proficiency (65%) will be determined for each teacher. Teachers will be assigned 0-20 points based on "conversion chart for local assessments." Teachers who have a case load comprised of more than 1/3 students with disabilities have an adjusted HEDI rating (scoring ranges increase with a multiplier of 1.17, the chart is available in 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when the percentage of students reaching proficiency is 86% or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when the percentage of students reaching proficiency is 60-85%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when the percentage of students reaching proficiency is 30-59%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when the percentage of students reaching proficiency is 29% or less.

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	Gloversville ESD developed grade 9 Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Gloversville ESD developed grade 10 Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Gloversville ESD developed grade 11 American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the data results from regionally developed assessments, the percentage of students reaching proficiency (65%) will be determined for each teacher. Teachers will be assigned 0-20 points based on "conversion chart for local assessments." Teachers who have a case load comprised of more than 1/3 students with disabilities have an adjusted HEDI rating (scoring ranges increase with a multiplier of 1.17, the chart is available in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when the percentage of students reaching proficiency is 86% or greater.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when the percentage of students reaching proficiency is 60-85%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when the percentage of students reaching proficiency is 30-59%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when the percentage of students reaching proficiency is 29% or less.

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	Gloversville ESD developed grade 9 Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Gloversville ESD developed grade 10 Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Gloversville ESD developed grade 11 Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Gloversville ESD developed grade 12 Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the data results from regionally developed assessments, the percentage of students reaching proficiency (65%) will be determined for each teacher. Teachers will be assigned 0-20 points based on "conversion chart for local assessments." Teachers who have a case load comprised of more than 1/3 students with disabilities have an adjusted HEDI rating (scoring ranges increase with a multiplier of 1.17, the chart is available in 3.13.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of highly effective when the percentage of students reaching proficiency is 86% or greater.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of effective when the percentage of students reaching proficiency is 60-85%.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of developing when the percentage of students reaching proficiency is 30-59%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of ineffective when the percentage of students reaching proficiency is 29% or less.

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	4) State-approved 3rd party assessments	STAR Math Enterprise Assessment
Geometry	4) State-approved 3rd party assessments	STAR Math Enterprise Assessment
Algebra 2	4) State-approved 3rd party assessments	STAR Math Enterprise Assessment

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

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

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.	Using data results, the STAR Math Enterprise assessment an expected median growth percentile is set based upon the pre-assessment. This will be identified for each teacher, based upon the pre-assessment, based on all of the teachers' student roster Teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "MPG conversion chart for local assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Teachers will receive a score of highly effective on the HEDI scale when their median growth percentile is between 61 and

achievement for grade/subject.	99%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of effective on the HEDI scale when their median growth percentile is between 41 and 60%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of developing on the HEDI scale when their median growth percentile is between 21 and 40%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of ineffective on the HEDI scale when their median growth percentile is between 1 and 20%.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment
Grade 10 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise Assessment

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

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

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.	Using data results, the STAR Enterprise ELA exam an expected median growth percentile is set based upon the pre-assessment. This will be identified for each teacher, based upon the pre-assessment, based on all of the teachers' student roster. Teachers will be assigned 0-20 points within the HEDI rating categories as identified on the " MPG conversion chart for local assessments."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of highly effective on the HEDI scale when their median growth percentile is between 61 and 99%.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of effective on the HEDI scale when their median growth percentile is between 41 and 60%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a score of developing on the HEDI scale when their median growth percentile is between 21 and 40%.

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

Teachers will receive a score of ineffective on the HEDI scale when their median growth percentile is between 1 and 20%.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art - Grades K-12	5) District/regional/BOCES-developed	Gloversville ESD developed grades K-12 Art assessment
Music - Grades K-12	5) District/regional/BOCES-developed	Gloversville ESD developed grades K-12 Music assessment
Physical Education - Grades K-12	5) District/regional/BOCES-developed	HFM BOCES developed grades K-12 Physical Education assessment
Business Education - Grades 9-12	5) District/regional/BOCES-developed	HFM BOCES developed grades 9-12 Business Education assessment
Technology - Grades 6-12	5) District/regional/BOCES-developed	Gloversville ESD developed grades 6-12 Technology assessment
Family and Consumer Science - Grades 6-8	5) District/regional/BOCES-developed	Gloversville ESD developed grades 6-8 Family and Consumer Science assessment
Health - Grades 7-12	5) District/regional/BOCES-developed	HFM BOCES developed grades 7-12 Health assessment
Economics - Grade 12	5) District/regional/BOCES-developed	HFM BOCES developed grade 12 Economics assessment
Participation in Government - Grade 12	5) District/regional/BOCES-developed	HFM BOCES developed grade 12 Participation in Government
SUPA Social Studies Courses - Grade 12	5) District/regional/BOCES-developed	Gloversville ESD developed grade 12 SUPA social studies assessments
English Grade 12	4) State-approved 3rd party	STAR Enterprise Reading Assessment
Foreign Language - Grades 8-12	5) District/regional/BOCES-developed	Gloversville ESD developed grades 8-12 Foreign Language assessment
All other courses not listed above	5) District/regional/BOCES-developed	Gloversville ESD district developed grade and course specific assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Using the data results from regionally developed assessments, the percentage of students reaching proficiency (65%) will be determined for each teacher. Teachers will be assigned 0-20 points based on "conversion chart for local assessments." Teachers who have a case load comprised of more than 1/3 students with disabilities have an adjusted HEDI rating (scoring ranges increase with a multiplier of 1.17, the chart is available in 3.13.)</p> <p>Using data results, the STAR Enterprise ELA exam an expected median growth percentile is set based upon the pre-assessment. This will be identified for each teacher, based upon the pre-assessment, based on all of the teachers' student roster. Teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "MPG conversion chart for local assessments."</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a score of Highly Effective if the percentage of students reaching proficiency is from 86 to 100%, or if MGP is used the scale will be from 61-99%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a score of Effective if the percentage of students reaching proficiency is from 60 to 85%, or if MGP is used the scale will be from 41-60%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a score of Developing if the percentage of students reaching proficiency is from 30-59%, or if MGP is used the scale will be from 21-40%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Teachers will receive a score of Ineffective if the percentage of students reaching proficiency is from 0-29%, or if MGP is used the scale will be from 1-20%</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/188470-y92vNseFa4/Benwhatelse.docx

3.14) Locally Developed Controls

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

An alternative HEDI conversion chart for teachers with caseloads exceeding 1/3 students with disabilities is in place when the locally selected measure is based on achievement. The maximum additional HEDI points will not exceed 2 points. This control will not apply when using the median growth percentile rank derived from the STAR Reading Enterprise or STAR Math Enterprise assessments. The rationale is that the district has a high rate of identified students, many sections are comprised of an unequal distribution of students with disabilities. The alternative conversion chart will allow for greater equality of potential for all teachers.

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.

For teachers with a mix of sections/courses resulting in the use of multiple locally selected measures, all of the students scores from the multiple sections/courses will be combined into one overall component score of 0-15, or 0-20, as applicable, weighted proportionately based on the number of students in each section/course.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, October 09, 2012

Updated Tuesday, June 18, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(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 assigned a HEDI score of 0 to 60 based on observations and evaluations conducted using Danielson's Framework for Teaching 2011 Revised Rubric. In order to determine this score (0 to 60) the teacher will receive a score of 1 to 4 for each subcomponent observed within the 4 domains. The score from all observed subcomponents within each domain will be averaged to determine a domain score from 1 to 4. Once all domains are scored they will be weighted accordingly and totaled together to find an overall rubric score from 1 to 4. The weighting of domains will be as follows: Domain 1=8 points (or 13%), Domain 2=14 points (or 23%), Domain 3=30 points (or 50%), and Domain 4=8 points (or 13%). After the overall rubric score has been determined, the resulting 1 to 4 rubric score will be converted to a 0-60 HEDI score using the attached conversion chart. The rubric values listed on the attached conversion chart represent the minimum value necessary to attain the corresponding HEDI points. All composite scores will be rounded to whole numbers.

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

assets/survey-uploads/5091/191777-eka9yMJ855/rstosc3688419-Conversion Chart.doc

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.	Assessment of Teacher Effectiveness score of 3.5-4.0 will yield a rating of Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Assessment of Teacher Effectiveness score of 2.5-3.4 will yield a rating of Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Assessment of Teacher Effectiveness score of 1.5-2.4 will yield a rating of Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Assessment of Teacher Effectiveness score of 1-1.4 will yield a rating of 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	4
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	4

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 Tuesday, October 09, 2012

Updated Tuesday, June 18, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/191832-Df0w3Xx5v6/TIP.doc>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Only overall final evaluations receiving a rating of 'Ineffective' or 'Developing' can be appealed, based on what is outlined in Education Law section 3012-c. If the District or the Gloversville Teachers' Association (GTA) enter into an agreement whereby the actual number rating would influence compensation or advancement opportunities within the district, this issue will be revisited and this plan will be revised as appropriate. Teachers will be allowed to respond/comment in writing about their observations or any other component of their evaluation, whether they chose to appeal the evaluation or not.

- 1) To appeal an evaluation, the teacher must submit a written appeal to the superintendent of schools within fifteen school days of the receipt of the final evaluation rating.
- 2) Appeals shall be referred for consideration by the APPR Appeals Committee (2 district administrators, appointed by the Superintendent, and two tenured teachers appointed by the GTA) within 10 days of receipt of the appeal.
- 3) The committee has the duty to answer the question, 'has the teacher demonstrated that the APPR should be modified or vacated?' In the course of answering this question, the committee shall consider claims of procedural violations and shall determine whether the claimed violations are significant enough to negate the APPR. The committee will render a decision within 5 days of referral to the APPR Appeals Committee.
- 4) In the event that the committee is tied in its determination, the Superintendent shall have final authority to resolve the appeal. The decision by Superintendent will be made within 5 days of the APPR Appeals Committee's determination that they are tied.

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.

In order to properly train evaluators in the nine elements identified, all evaluators will complete training through the HFM BOCES, and neighboring BOCES, which consists of 5-10 full day trainings throughout the year. In addition, allevaluators will demonstrate inter-rater reliability through the use of the Teachscape Proficiency System.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make recommendations for the Board of Education to certify each evaluator to conduct evaluations. The regional training outlined will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year.

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)

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Updated Monday, November 26, 2012

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

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

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

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

PK-5
K-5
6-8
9-12
(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
Not applicable		Not applicable

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Saturday, October 13, 2012

Updated Monday, July 01, 2013

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
P-5	(a) achievement on State assessments	New York State Assessments- ELA and Math for grades 4 and 5
K-5	(a) achievement on State assessments	New York State Assessments - ELA and Math for grades 4 and 5
6-8	(a) achievement on State assessments	New York State Assessments - ELA and Math for grades 6, 7 and 8
9-12	(g) % achieving specific level on Regents or alternatives	New York State Regents exams in comprehensive English, Language Arts and Integrated Algebra

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>The percentage of students reaching proficiency on the State Assessments will be averaged so that the principal receives a single achievement score for his or her building. The principal will be assigned 0-15 points within the HEDI rating categories as identified on the principal 15 point conversion chart.</p> <p>The percentage of students reaching proficiency (65 or above) on the Regents Exams will be averaged so that the principal receives a single achievement score for his or her building. The principal will be assigned 0-15 points within the HEDI rating categories as identified on the principal 15 point conversion chart.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be receive a rating of highly effective when 89-100% of their students reach their achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be receive a rating of effective when 75-88% of their students reach their achievement target.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be receive a rating of ineffective when 65-74% of their students reach their achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal will be receive a rating of ineffective when 0-64% of their students reach 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)

assets/survey-uploads/5366/195351-8o9AH60arN/locally selected measures principalsConversion Chart.pdf

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/5366/195351-qBFVOWF7fC/bfprincipal15and20203788280-HEDI Rating Conversion Chart - 20 percent LSM.docx

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with

graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For principals with a mix of assessments resulting in the use of locally selected measures, all of the students scores from the multiple sections/courses will bmbined into one overall combined component score of 0-15 weighted proportionately, based on the number of students in each assessment.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 09, 2012

Updated Wednesday, June 26, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is 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)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

To assure that all of the six 2008 ISLLC standards are evaluated each year, we will use the Multidimensional Principal Performance Rubric. The Assistant Superintendent for Curriculum and Instruction will visit each principal's building a minimum of six times per school year. Principals will submit other evidence not covered by the school visits. Utilizing the MDPPR, principals will be scored in each sub-domain. These will be averaged and converted to a 1-4 score. Final scores for the 60 points will be tied to the final average rubric scores between 1-4. Each principal's rating will be calculated using the "rubric score to subcomponent conversion chart".

Rounding rules apply to the final 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/5143/192483-pMADJ4gk6R/HEDI Rating Conversion Chart -newPrincipal Points.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of highly effective for the "other measures" sub-component when they earn a final average rubric score of 3.5 and 4.0 as identified on the conversion chart.
Effective: Overall performance and results meet standards.	Principals will receive a rating of effective for the "other measures" sub-component when they earn a final average rubric score of 2.5 and 3.4 as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of developing for the "other measures" sub-component when they earn a final average rubric score of 1.5 and 2.4 as identified on the conversion chart.

Ineffective: Overall performance and results do not meet standards.

Principals will receive a rating of ineffective for the "other measures" sub-component when they earn a final average rubric score of 1.0 and 1.4 as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60.25
Effective	57-58.8
Developing	50-56.3
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	6
By trained administrator	0
By trained independent evaluator	0
Enter Total	6

Tenured Principals

By supervisor	6
By trained administrator	0
By trained independent evaluator	0
Enter Total	6

10. Composite Scoring (Principals)

Created Tuesday, October 09, 2012

Updated Friday, May 03, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	59-60.25
Effective	57-58.8
Developing	50-56.3
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 Saturday, October 13, 2012
Updated Friday, November 30, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/195393-Df0w3Xx5v6/Principal Appeal Process.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

SECTION VI: APPEAL PROCESS

*Gloversville Enlarged School District
Principal APPR Appeal Process*

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review;*
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

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.

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.

BURDEN OF PROOF

The burden shall be on the district 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.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

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.

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, if filed within 5 days of the conclusion of the time frame for appeal. The extended appeal will be timely and expeditious in accordance with Education Law 3012C

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.

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, the Gloversville School District Superintendent will act as the hearing officer.

The parties agree that:

- a. 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. 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 ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. 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.

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 cost of a hearing officer shall be the responsibility of the district.*
- 2. 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.*
- 3. 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.*

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 Assistant Superintendent for Curriculum and Instruction has been trained in the 9 elements identified. The training has been provided by HFM BOCES and consisted of 4 full days of training and 4 half days of training. Since there is one sole evaluator of principals, inter-rater reliability is not an issue. Regular review and analysis of professional evidence within the multi-dimensional

principal performance rubric will take place throughout the terms of the agreement.

All documentation of training and development activities will be kept on file. The Board of Education will certify the Assistant Superintendent for Curriculum and Instruction to conduct principal evaluations. Participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for the Assistant Superintendent for Curriculum and Instruction to be re-certified each year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, June 05, 2013

Updated Friday, July 05, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/528295-3Uqgn5g9Iu/7513APPR.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.

Gloversville Enlarged School District

HEDI Ratings Conversion Chart for Student Learning Objectives

This conversion chart is consistent with all grade levels and all subject levels.

Based on the percentage of students that meet their established targets for State SLOs, teachers and or principals will receive a HEDI rating as outlined below:

Highly Effective

20	19	18
97-100%	94-96%	91-93%

Effective

17	16	15	14	13	12	11	10	9
83-90%	82%	81%	80%	79%	78%	77%	76%	75%

Developing

8	7	6	5	4	3
73-74%	71-72%	69-70%	67-68%	62-66%	60-61%

Ineffective

2	1	0
54-59%	45-53%	0-44%

Gloversville Enlarged School District

HEDI Ratings Conversion Chart for Locally Selected Measures for teachers of ELA and Math when the STAR Reading and Math Assessment Median Growth Percentile is used.

This conversion chart is consistent with all grade levels.

Highly Effective

20	19	18
96-99%	76-95%	61-75%

Effective

17	16	15	14	13	12	11	10	9
60%	59%	58%	56-57%	53-55%	50-52%	47-49%	44-46%	41-43%

Developing

8	7	6	5	4	3
39-40%	37-38%	33-36%	29-32%	24-28%	21-23%

Ineffective

2	1	0
15-20%	9-14%	1-8%

Gloversville Enlarged School District

HEDI Ratings Conversion Chart for Locally Selected Measures for teachers of ELA and Math when the STAR Reading and Math Assessment Median Growth Percentile is used.

This conversion chart is consistent with all ELA and Math grade levels for teachers and principals.

Highly Effective

15	14
86-99%	61-85%

Effective

13	12	11	10	9	8
59-60%	57-58%	54-56%	51-53%	46-50%	41-45%

Developing

7	6	5	4	3
39-40%	36-38%	31-35%	26-30%	21-25%

Ineffective

2	1	0
15-20%	10-14%	1-9%

Gloversville Enlarged School District

HEDI Ratings Conversion Chart for Locally Selected Measures for teachers of ELA and Math when the STAR Reading and Math Assessment Median Growth Percentile is used.

This conversion chart is consistent with all grade levels.

Highly Effective

20	19	18
96-99%	76-95%	61-75%

Effective

17	16	15	14	13	12	11	10	9
60%	59%	58%	56-57%	53-55%	50-52%	47-49%	44-46%	41-43%

Developing

8	7	6	5	4	3
39-40%	37-38%	33-36%	29-32%	24-28%	21-23%

Ineffective

2	1	0
15-20%	9-14%	1-8%

Gloversville Enlarged School District

HEDI Ratings Conversion Chart for Locally Selected Measures for teachers of ELA and Math when the STAR Reading and Math Assessment Median Growth Percentile is used.

This conversion chart is consistent with all ELA and Math grade levels for teachers and principals.

Highly Effective

15	14
86-99%	61-85%

Effective

13	12	11	10	9	8
59-60%	57-58%	54-56%	51-53%	46-50%	41-45%

Developing

7	6	5	4	3
39-40%	36-38%	31-35%	26-30%	21-25%

Ineffective

2	1	0
15-20%	10-14%	1-9%

Gloversville Enlarged School District

HEDI Ratings Conversion Chart for Locally Selected Measures when used for achievement
This conversion chart is consistent with all grade levels and all subject levels, other than ELA and Math (4-8 grades).

Highly Effective

20	19	18
96-100%	91-95%	86-90%

Effective

17	16	15	14	13	12	11	10	9
85%	84%	83%	82%	80-81%	75-79%	70-74%	65-69%	60-64%

Developing

8	7	6	5	4	3
55-59%	50-54%	44-49%	40-43%	35-39%	30-34%

Ineffective

2	1	0
20-29%	10-19%	0-9%

Weighted HEDI Chart for use when caseload exceeds 1/3 students with disabilities:

Highly Effective

20	19	18
95-100%	85-94%	76-84%

Effective

17	16	15	14	13	12	11	10	9
70-75%	69%	68%	67%	62-66%	60-61%	57-59%	54-56%	51-53%

Developing

8	7	6	5	4	3
50%	47-49%	44-46%	38-43%	34-37%	30-33%

Ineffective

2	1	0
21-29%	14-20%	0-13%

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

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

Teacher Improvement Plan (TIP) Process

The New York State Commissioner of Education's Regulation 30-2.10 requires that any teacher with an Annual Professional Performance Review (APPR) rating of "Developing" or "Ineffective" shall receive a Teacher Improvement Plan (TIP). A TIP shall be developed in consultation with the supervising administrator, the teacher, and a union representative. A TIP is intended to help educators improve professionally. The development of the TIP should be a professional, constructive conversation identifying solutions to problems and resources to help the educator. It is not intended to be used as a disciplinary tool or to gather evidence to terminate an educator. At the end of a mutually agreed upon timeline, the teacher, administrator, and union representative shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

The TIP is used exclusively for those teachers whose annual teacher evaluation composite score is rated as "Developing" or "Ineffective". The final evaluation must be based on at least one announced observation completed by the supervising administrator during the current school year. The final evaluation includes evidence from all teacher rubric components and encompasses much more than the announced observation (e.g. unannounced observations, evidence binder, etc.).

The administrator will convene a conference with the educator and union representative at a mutually agreeable time to discuss the targeted performance area and to formulate a plan with specific recommendations to assist in improvement. The educator, administrator, and union representative will jointly reflect on the area of growth and collaboratively develop a written plan. A TIP is completed collegially between the teacher whose rating is "Developing" or "Ineffective", supervising administrator, and union representative. Together, they set professional goals to ensure growth toward improved student outcomes. Working towards this growth in an environment of professional respect is an expectation for all parties.

The TIP should be developed as soon as possible after the final evaluation has been completed and the annual teacher evaluation composite score has been determined, but no later than the tenth (10th) school day of the new school year. The TIP should be structured around each of the teacher rubric components. TIP goals/activities should be structured so that no more than four are addressed at a time. The following should be included in the TIP:

- A timeframe for accomplishment of TIP goals/activities
- Success measures
- Clear support from the administrator/designee
- Date of future meetings

All participants in the TIP meeting should be listed on the TIP. Periodic follow-up sessions should be conducted to assess the teacher's progress.

The signatures of the educator, administrator, and union representative are required on the plan.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of the GTA contract, nor limit or reduce powers and duties of the District Superintendent and the Board of Education.

*Each time the Educator Improvement Plan (EIP) is referenced in this document, it refers to a Teacher Improvement Plan (TIP) as referenced in the Commissioner's regulations.

TIP Checklist

A TIP must include the following:

- Identification of the specific area noted on Educator Evaluation Rubric that is in need of improvement.
- Identification of specific objectives required for improvement.
- Description of specific activities designed to achieve self-improvement along with a timetable.
- Administrator's plan to assist educator to improve performance along with activities and a timeline.
- Criteria for measuring the educator's progress.
- Date outcome of the EIP is to be evaluated.

A TIP may include but is not limited to the following:

- Identification of multiple resources to help the educator including but not limited to mentors, the District's Professional Development Plan, the Teacher Center, BOCES, Higher Ed, personal counselors, the Employee Assistance Program, medical referrals, etc.
- Release time for courses, workshops, observations, mentoring that may occur on school time.
- Outline of any staff development required to assist the educator in the improvement of designated area of concern.
- Modeling of desired practices by an administrator, outside specialist, master teacher, mentor, and/or a National Board Certified Teacher.

4. **Resources:** The teacher, administrator, and union representative will jointly list resources, available district materials, workshops, conferences, etc. to help improve the teacher’s practice. If the teacher is directed to attend a workshop, it will be paid for by the district.

5. **Criteria for Measurement of Progress (Sample Indicators of Success):** The teacher, administrator, and union representative will mutually agree upon tangible, visible, or measurable indicators of success for each goal/activity (linked to the Danielson evaluation rubric).

6. **Timeline:** The teacher, administrator, and union representative will mutually agree upon a timeline for the process and a date for the follow-up evaluation. The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation pertaining to this TIP.

Teacher Signature: _____ Date: _____

Administrator
Signature: _____ Date: _____

Union
Representative
Signature: _____ Date: _____

Signature does not imply agreement, but acknowledges review and receipt of the TIP. Written comments by the teacher may be attached to this document.

Gloversville Enlarged School District

Rubric Score for Sub-Component Conversion Chart

Highly Effective – 59-60 points

60.25	60	59.8	59.5	59.3	59
4	3.9	3.8	3.7	3.6	3.5

Effective

58.8	58.6	58.4	58.2	58	57.8	57.6	57.4	57.2	57
3.4	3.3	3.2	3.1	3.0	2.9	2.8	2.7	2.6	2.5

Developing

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

Ineffective

49	37	25	12	0
1.4	1.3	1.2	1.1	1

Gloversville Enlarged School District

15 Point Conversion Chart

HEDI Ratings Conversion Chart for Locally Selected Measures - Principals

Highly Effective

15	14
95-100%	89-94%

Effective

13	12	11	10	9	8
83-88%	80-82%	78-79%	77%	76%	75%

Developing

7	6	5	4	3
71-74%	69-70%	67-68%	66%	65%

Ineffective

2	1	0
55-64%	45-54%	0-44%

Gloversville Enlarged School District-Principals

HEDI Ratings Conversion Chart for Locally Selected Measures

Highly Effective

20	19	18
96-100%	91-95%	86-90%

Effective

17	16	15	14	13	12	11	10	9
85%	84%	83%	82%	80-81%	75-79%	70-74%	65-69%	60-64%

Developing

8	7	6	5	4	3
55-59%	50-54%	44-49%	40-43%	35-39%	30-34%

Ineffective

2	1	0
20-29%	10-19%	0-9%

Gloversville Enlarged School District-Principals

Highly Effective

15	14
95-100%	89-94%

Effective

13	12	11	10	9	8
83-88%	80-82%	78-79%	77%	76%	75%

Developing

7	6	5	4	3
71-74%	69-70%	67-68%	66%	65%

Ineffective

2	1	0
54-64%	45-53%	0-44%

SECTION V: IMPROVEMENT PLAN

Gloversville Enlarged 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. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

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.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first during the month of December and the second during the month of March. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

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 comments.

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

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

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

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

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

Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing

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

Signatures, dates

Superintendent Signature: Date: 7/5/13

Michael B. Vanzo

Teachers Union President Signature: Date: 7/5/13

Clinton H. Dugan

Administrative Union President Signature: Date: 7-5-13

Robert P. Long

Board of Education President Signature: Date: 7/5/13

Pet M. Scorsone