



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

Commissioner of Education
President of the University of the State of New York
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February 25, 2014

Revised

Mr. Jonathan Retz, Superintendent
Greene Central School District
40 South Canal Street
Greene, NY 13778

Dear Superintendent Retz:

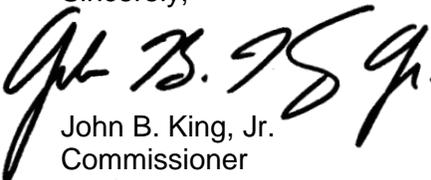
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: William Tammaro

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, August 23, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 080601040000

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

080601040000

1.2) School District Name: GREENE CSD

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

GREENE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, November 18, 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

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	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

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	Greene CSD Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Greene CSD 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

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	Greene CSD Developed Grade 6 SS Assessment
7	District, regional or BOCES-developed assessment	Greene CSD Developed Grade 7 SS Assessment
8	District, regional or BOCES-developed assessment	Greene CSD Developed Grade 8 SS Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

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	Greene CSD Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. For 2013-2014 Algebra students will have curriculum aligned with the Common Core and the District will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents. Teachers will use the higher of the two assessment scores. For 2014-15 school year and beyond, students will be administered the NYS Common Core Algebra Regents. Administrators will approve the targets. Attached is a
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	SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

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	District, regional or BOCES-developed assessment	Greene CSD Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Greene CSD Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and the NYS Common Core English Regents

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

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

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.	Each teacher will set individual growth targets for all students based on the students' baseline assessment data. For 2013-2014 ELA students will have curriculum aligned with the Common Core and the District will administer both the NYS Comprehensive English Regents and the NYS Common Core English Regents. For 2014-15 school year and beyond, students will be administered the NYS Common Core ELA Regents. Teachers will use the higher of the two assessment scores. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

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
All other teachers with students taking 4-8 ELA/Math State Assessments	State Assessment	NYS Course specific ELA/Math assessment
All other teachers not named above	District, Regional or BOCES-developed	GCS developed course specific assessments
Gr. 6-8 12:1:1	State Assessment	NYS Course specific ELA/Math assessment and NYS 8th Grade Science Assessment
	State Assessment	
	State Assessment	
15:1 Class Grades 9-12 (in ELA, Math and Social Studies)	State Assessment	NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents, NYS Comprehensive English Regents and the NYS Common Core English Regents and course specific NYS Social Studies Regents exams

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Each teacher will set individual growth targets for all students based on the students' baseline assessment data. Students in 6-8 12:1:1 will also use the 8th grade State Science assessment. Administrators will approve the targets. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component. Teachers will use the higher of the two assessment scores for ELA and Algebra Regents courses.</p> <p>Teachers with 16 or fewer students will utilize a modified rubric as follows: Teachers with 16 or fewer students will establish individual student targets for growth using baseline assessment data. Teacher will be assigned 4 points for each student whose score exceeds the target. 3 points will be assigned for each student</p>
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whose score meets target. 2 points will be assigned for each student whose score does not meet the target, but shows growth. 1 point will be assigned for students whose score maintains the same level or declines. Once all students are assigned points using this rubric, an average 1-4 rubric score will be calculated. This score will be converted to a 0-20 HEDI score using the chart uploaded in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective will be a range from 75 to 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing range will go from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective range will go from 0 to 50.9% of students meeting individual targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/591908-TXEttx9bQW/HEDI Scoring Bands State Growth for Teachers_1.doc

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, November 18, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 7 ELA Assessment

8	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 8 ELA Assessment
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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.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 -64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 8 Math 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.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 -64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/591909-rhJdBgDruP/HEDI Scoring Ranges for Local (BOTH) for Teachers.doc

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 2 Math Assessment
3	4) State-approved 3rd party assessments	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 -64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 2 Math Assessment
3	4) State-approved 3rd party assessments	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be
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	computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50 -64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	0 - 49.9 percent of studentsmeeting achievement target.

grade/subject.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 6 SS Assessment
7	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 7 SS Assessment
8	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 8 SS 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.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Global I Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Global II Assessment
American History	5) District, regional, or BOCES–developed assessments	Greene CSD Developed USH&G; 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.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Living Environment Assessment

Earth Science	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Greene CSD Developed 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.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Algebra I Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Algebra II Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Greene CSD Developed Grade 11 ELA Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

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
Grades 3-4 Math AIS	4) State-approved 3rd party	AIMSweb
Grades 6-8 12:1:1	4) State-approved 3rd party	AIMSweb
all other teachers not named above	5) District/regional/BOCES-developed	Greene CSD developed grade and subject specific course assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

All teachers will identify an acceptable achievement target on a comparable exam for their subject/grade level. Administrators will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students in that course will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score.

Teachers with 16 or fewer students will establish individual student targets for achievement using baseline assessment data. Teacher will be assigned 4 points for each student whose score exceeds the target. 3 points will be assigned for each student whose score meets target. 2 points will be assigned for each student whose score does not meet the target, but shows growth. 1 point will be assigned for students whose score maintains the same level or declines.

See attached conversion chart from Task 2.11

Once all students are assigned points using this rubric, an average score will be calculated. This score will be converted to a percentage using the 4 point rubric. This percentage will then be used to assign a composite score (0-20 points) using the State Growth HEDI Scoring Band.

See attached tables.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

85 - 100 percent of students meeting achievement target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

65 - 84.9 percent of students meeting achievement target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

50 - 64.9 percent of students meeting achievement target.

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

0 - 49.9 percent of students meeting achievement target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/591909-y92vNseFa4/HEDI Scoring Ranges for Local 20 Pts. for Teachers.doc

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

For any teacher with more than one measure, the state process of "weighting" the outcome of each measure by the number of students in the population of that measure will be used.

In order to determine a single score for a teacher that is required to write more than one Student Learning Target (SLT), the number of students being measured in each SLT will be totaled. Students in courses where an SLT is not required will not be taken into consideration.

The percentage of student population will be calculated by taking the number of students in that course divided by the total number of students measured by each SLT. This percentage will be rounded to the nearest tenth of a percent.

After the student population percentage is found for each course requiring an SLT, the equivalent decimal will be multiplied by the composite score earned for that SLT. These decimals will be added, resulting in a single score.

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, April 30, 2013

Updated Wednesday, October 09, 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.)

NYSUT Teacher Practice Rubric (2012 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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All points will be determined using the NYSUT Teacher Practice Rubric (2012 edition). For all teachers, 60 points will be attributed to an announced Formal Observation (20 pts.), a series of unannounced Walk-through Observations (20 pts.) and a Summative Evaluation Conference (20 pts.). If an indicator is observed in more than one observation (formal announced or unannounced walk-throughs), the higher rating will be used in calculating an average rubric score.

Formal Observation:

Teachers will be evaluated on each NYSUT Teaching Practice Indicator and will receive a rubric score of 1-4. All indicators observed during the formal observation will be averaged and each teacher will receive an averaged rubric score of 1-4. This Rubric score will be counted as 33.3% of the “Other 60” and then used to achieve a Composite Score of 0-60 using the Other Measures of Effectiveness: HEDI Scoring Band.

Series of Unannounced Walk-Through Observations:

Teachers will each have a minimum of two (2) unannounced Walk-Through Observations annually. Teachers will receive a rubric score of 1-4 for all observed indicators. All indicators observed during the Walk-through observations will be averaged and each teacher will receive an averaged rubric score of 1-4. This Rubric score will be counted as 33.3% of the “Other 60” and then used to achieve a Composite Score of 0-60 using the Other Measures of Effectiveness: HEDI Scoring Band.

Summative Evaluation Conference:

The final 20 points will be attributed to a Summative Evaluation Conference in the end of the year. Teachers will be responsible for providing evidence of any standards, elements and indicators not observed in either the Formal Observation or the series of Walk-through Observations. All observed elements/indicators will be scored using the NYSUT rubric scale of 1 to 4 points. This Rubric score will be counted as 33.3% of the “Other 60” and then used to achieve a Composite Score of 0-60 using the Other Measures of Effectiveness: HEDI Scoring Band.

The average rubric score for the Formal Observation, Walk-through Observations and the Summative Evaluation Conference will be weighted proportionally (33.3% each) and converted to a HEDI rating using the following conversion.

- Ineffective for average of 1 - 1.4
- Developing for average of 1.5 - 2.4
- Effective for average of 2.5 - 3.4
- Highly Effective for average of 3.5 - 4

The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. In the event that a rubric score is between two whole numbers, standard rounding procedures will be used. (eg. a score of 2.75 will be rounded to 2.8). However, in no case will rounding result in a teacher's HEDI score moving from one HEDI scoring band into another.

OASYS software aligned to the all 7 NYSUT Teaching Standards/NYS Teaching Standards will be utilized during the walk through to provide specific feedback on the elements and indicators observed.

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/5091/158755-eka9yMJ855/HEDI Scoring Ranges for Other 60 for Teachers_2.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.	3.5 - 4.0 on NYSUT Rubric: 59-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	2.5 - 3.4 on NYSUT Rubric: 57-58 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5 - 2.4 on NYSUT Rubric: 50-56 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.0 - 1.4 on NYSUT Rubric: 0-49 points

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, October 09, 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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, January 22, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/591912-Df0w3Xx5v6/GCS APPR TIP 2013 14.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:

APPR APPEAL PROCESS (Teacher)

The purpose of the APPR appeal process is to foster and nurture the growth of the professional staff in order to maintain a highly qualified and effective work force. The District assures that the Appeals process will be timely and expeditious in compliance with education law 3012-c.

All tenured employees who meet the Grounds for an Appeal criteria identified below may use this appeal process for ratings of “ineffective” or “developing”. A teacher may not file multiple appeals regarding the same performance review. All grounds for an appeal must be identified on the initial appeal. The appeals process does not in any way limit any member’s right to submit written rebuttals of determinations.

Grounds for an Appeal:

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

- a. Adherence to APPR standards and methodologies;
- b. Compliance with the Regulations of the Commissioner of Education;
- c. Compliance with locally negotiated procedures;
- d. Implementation of the applicable Teacher Improvement Plan;

Notification of Appeal:

In order to be timely, the Appeal Challenge Form shall be completed in writing and filed within five (5) school days after the teacher has received the teacher’s Final Composite Rating. Notification of the appeal shall be provided to the Supervising Administrator and copied to the Superintendent of Schools. If a teacher is challenging the issuance of a teacher improvement plan (based on any of the aforementioned grounds), appeals must be filed within 5 days of issuance of such plan. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her Final Composite Rating, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The Final Composite Rating and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Decision on Appeal:

STEP 1: Upon filing and receipt of the Appeal Challenge Form, a conference will be held within five (5) school days and will include the supervising administrator; the appealing teacher; a second administrator and teacher chosen by the respective parties; and another mutually agreed upon teacher. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the areas of dispute. A decision should be rendered within two (2) days of the conclusion of the Appeals Conference.

(The appealing teacher has the option of having an Association representative present as an objective, non-participating note taker.)

Appeal Committee Findings:

The decision of the appeal committee will be put in written form and copies provided to the appealing teacher, supervising administrator and Superintendent of Schools. The decision shall be based on a written record, comprised of the teacher’s appeal papers and any documentary evidence accompanying the appeal, as well as the school district’s response to the appeal and additional documentary evidence submitted with such papers.

If consensus is reached, the decision of the appeal committee is binding. Failure to reach consensus will move the appeal process to the second step. The second step shall be initiated by the appealing teacher notifying the committee in writing, within five (5) school days of receipt of the Step One decision.

STEP 2: The appeal committee will meet with the Superintendent of Schools within five (5) school days from the date upon which the Appeals Committee receives the notification from the appealing teacher. This meeting will allow for all parties to re-state their case.

(An appeal shall not be decided by the same individual responsible for making the rating decision.)

Decision:

A written decision on the merits of the appeal shall be rendered by the Superintendent of Schools within five (5) school days from the date of the meeting. The decision shall be based all materials presented at the appeals process. A copy of the decision shall be provided to the teacher and the supervising administrator.

A member may choose to advance to a review by the Board of Education (Step Three) in the event that s/he receives consecutive “Ineffective” or “Developing” ratings and upon completion of the appeal process.

STEP 3: An appeal to the BOE must occur within five (5) days of receipt of the Superintendent’s written decision. The conference committee, Superintendent of Schools, and the Board of Education will meet, discuss the appeals and the Board of Education will render a final decision. A copy of the decision shall be provided to the teacher and the supervising administrator. The decision of the BOE will be rendered within five (5) days of the BOE Review.

The same appeal process and timelines apply to appeals of Teacher Improvement Plans.

GREENE CENTRAL SCHOOL DISTRICT

APPEAL CHALLENGE FORM FOR TEACHERS

Name: _____ Evaluator: _____

Position: _____ Date: _____

Directions: Please indicate grounds for the appeal. Grounds for appeal must be based on one or more of the following grounds: (Check all grounds that apply)

- Adherence to APPR standards and methodologies
- Compliance with regulations of the Commissioner of Educations
- Compliance with locally negotiated procedures
- Implementation of the applicable Improvement Plan

An appeal may be initiated in the event of an APPR evaluation rating of “Developing” or “Effective.” All grounds for an appeal must be submitted on the initial challenge form. Any issue not raised in the initial Challenge Form will be deemed waived.

Any APPR rating that is determined in whole or in part by an administrator or supervisor who is not certified by the Greene Central School District Board of Education to conduct such evaluations shall, upon appeal by the subject of the APPR rating, be deemed to be invalid and shall be expunged from the teacher’s record. This shall preclude the use of this APPR rating in employment decisions of retention, tenure determinations and termination.

It is understood that the Appeals Process in no way limits the authority of the Board of Education or Superintendent regarding employment decisions of probationary employees for statutorily and constitutionally permissible reasons other than the performance is the subject of the appeal.

GREENE CENTRAL SCHOOL DISTRICT

APPEAL CHALLENGE FORM FOR TEACHERS

Name: _____ Evaluator: _____

Position: _____ Date: _____

Received by Supervising Administrator:

Date: _____

Supervising Administrator Signature

GREENE CENTRAL SCHOOL DISTRICT

APPEAL TIMELINE

STEP #1: Appeal Conference Scheduled

(Appeal Conference should be scheduled within 5 school days of receipt of Appeal.)

Date: _____ Participants: _____

Appealing Teacher

Supervising Administrator

Supporting Teacher

Supporting Administrator

Mutually Agreed Upon Teacher

Outcome of Appeal Conference: (decision should be rendered w/in 2 days of Appeals Conference)

GREENE CENTRAL SCHOOL DISTRICT

APPEAL TIMELINE

STEP #2: Appeal Conference Committee meets with Superintendent

(Meeting should be scheduled within 5 school days of issuance of Appeal Conference decision.)

Date: _____ Participants: _____

Appealing Teacher

Supervising Administrator

Supporting Teacher

Supporting Administrator

Mutually Agreed Upon Teacher

Outcome of Appeal Conference: (Superintendent will submit a written decision within five (5) days of conclusion of meeting.)

GREENE CENTRAL SCHOOL DISTRICT

APPEAL TIMELINE

STEP #3: Board of Education Review

(Appeal to BOE must occur within 5 days of receipt of the Superintendent's written decision.)

Meeting will be scheduled at the next available BOE meeting date following the resolution of Appeal Process Steps outlined in Appeals Process.)

Date: _____ Participants: _____

Appealing Teacher

Supervising Administrator

Supporting Teacher

Supporting Administrator

Mutually Agreed Upon Teacher

Board of Education Decision: (The decision of the Board of Education will be rendered within five (5) days of meeting date. Decision of the Board of Education is binding.)

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

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

Any evaluator who participates in the evaluation of teachers or principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

Lead Evaluator training is conducted by a NYSUT qualified trainer. This training will focus on the use of the NYSUT Rubric, inter-rater reliability, articulation of the provided evidence and accurate assessment of teacher practice and will be conducted over a period of approximately 5 days. Additionally, Principals also receive on-going training on evaluation and evidenced-based observation through meetings hosted by the DCMO BOCES Network Team.

The “lead evaluator” is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103. The term “evaluator” shall include any administrator who conducts and observation or evaluation of a teacher.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric selected by the District for use in evaluations. Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator. All lead evaluators shall successfully complete an approved re-certification training course annually over a period of approximately 3 days.

Training for evaluators and lead evaluators will include the following required topics:

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

All building principals and associate principal are trained on the use of the NYSUT rubric, inter-rater reliability, articulation of the provided evidence, and accurate assessment of teacher practice. Training includes calibration and certification. Re-certification will occur annually. Principals will continue to receive information regarding evaluation and evidence-based observation via principal meetings hosted by the BOCES Network Team. Administrators will continue to attend NT provided professional development.

Greene Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Wednesday, October 09, 2013

Page 1

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

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

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

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

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

grades 3-5
grades 6-12
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Primary School grades K-2	State-approved 3rd party assessment	AIMSweb

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Following the administration of the baseline assessment, each principal will develop individual student growth targets. Superintendent will approve the targets. HEDI point totals will be calculated taking the percentage of students achieving the student growth targets. A summative assessment administered in the Spring will provide results to be used in determining the percent of students achieving this target. Attached is a SLO template with the general target and the ranges of performance that will lead to the corresponding number of points within the 0-20 points for the Comparable Growth Measures component.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Highly Effective will be a range from 95 to 100% of students meeting individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective will be a range from 75- 94.9% of students meeting individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing will be a range from 51 to 74.9% of students meeting individual targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Ineffective will be a range from 0 to 50.9% of students meeting individual targets.

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/12156/591913-lha0DogRNw/State Growth HEDI Scoring Bands For Principals_1.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 05, 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.

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 3-5	(d) measures used by district for teacher evaluation	Aimsweb
Grades 6-12	(d) measures used by district for teacher evaluation	NYS Integrated Algebra Regents/NYS Common Core Algebra Regents , NYS Comprehensive English Regents/NYS Common Core English Regents, NYS Regents exams: Biology, Global Studies, USH&G;

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.	All principals will identify an acceptable achievement target for all students. Superintendent will approve this target. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. When multiple Regents exams for an individual subject are administered, principals will use the higher of the two student assessment scores for APPR purposes. Note: When students will be administered Common Core aligned Regents Exams, curricula aligned to the Common Core will be used. The 20 Point Chart will be used until Value Added is implemented in 2014-2015. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

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

(No response)

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

assets/survey-uploads/12190/591914-qBFVOWF7fC/Local Achiev. HEDI Bands for Principals 3.doc

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Greene CSD developed K-2 Math Assessments

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.	All principals will identify an acceptable achievement target for all students. Superintendent will approve all targets. Upon administration of the summative assessment, the number of students meeting their individual target divided by the total # of students will be computed to determine a percentage meeting target. This percentage will convert to a HEDI score. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100 percent of students meeting achievement target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65 - 84.9 percent of students meeting achievement target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 64.9 percent of students meeting achievement target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49.9 percent of students meeting achievement target.

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

(No response)

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

assets/survey-uploads/12190/591914-T8MIGWUVm1/Local Achievement HEDI Scoring Bands for Principals.doc

8.3) Locally Developed Controls

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

N/A

8.4) Principals with More Than One Locally Selected Measure

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

N/A

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, October 18, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
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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)
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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)
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9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

The Principal will receive a minimum of two (2) formal observations (visitations) by a supervisor across the school year; at least one per semester

Additionally, the supervisor may conduct additional informal visitations throughout the school year, intentionally seeking to observe the broad range of Principal performance areas.

During each visitation, the supervisor will seek to assess the Principal's effectiveness using the Marshall Principal Evaluation Rubric.

A Summative Evaluation Conference will be scheduled with each Principal where the Principal will present artifacts and other evidence of any indicators not observed through the series of observations/visitations and make them available to the supervisor. Each principal will receive a score using Marshall's 4 point scale for each indicator of the six domains. If an indicator is observed more than once over the course of multiple school visits, the higher score will be used.

These scores will be calculated to obtain an average rubric score. This average will then be used to determine the "Other 60" by mapping it to a HEDI conversion chart.

Ineffective average between 1 - 1.4

Developing average between 1.5 - 2.4

Effective average between 2.5 - 3.4

Highly Effective average between 3.5 - 4

The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. In the event that a rubric score is between two whole numbers, standard rounding procedures will be used. (eg. a score of 2.75 will be rounded to 2.8). However, in no case will rounding result in a principal's HEDI score moving from one HEDI scoring band into another.

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/5143/181320-pMADJ4gk6R/Other Measures of Effectiveness HEDI Scoring Bands for Principals.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 standards.	Greene CSD is using HEDI bands patterned after the rubric used for the Teacher APPR to assign HEDI categories. A Principal receiving 3.5 or higher total points will be considered Highly Effective.
Effective: Overall performance and results meet standards.	Greene CSD is using HEDI bands patterned after the rubric used for the Teacher APPR to assign HEDI categories. A Principal receiving a score of 2.5 to 3.4 total points will be considered Effective.
Developing: Overall performance and results need improvement in order to meet standards.	Greene CSD is using HEDI bands patterned after the rubric used for the Teacher APPR to assign HEDI categories. A Principal receiving a score of 1.5 to 2.4 total points will be considered Developing.
Ineffective: Overall performance and results do not meet standards.	A Principal receiving a score of 1 to 1.4 total points total Greene CSD is using HEDI bands patterned after the rubric used for the Teacher APPR to assign HEDI categories. will be considered Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

By supervisor	2
By trained administrator	0

By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, October 09, 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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, November 05, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/591917-Df0w3Xx5v6/GCS APPR Principal Improvement Plan_3.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCESS FOR PRINCIPALS

The purpose of the APPR appeal process is to foster and nurture the growth of the professional staff in order to maintain a highly qualified and effective work force. The appeal procedure shall provide for a timely and expeditious resolution of an appeal. A principal may challenge a summative evaluation rating of either “Developing” or “Ineffective.” A principal may not file multiple appeals regarding the same performance review. All grounds for an appeal must be identified on the initial appeal. The appeals process does not in any way limit any member’s right to submit written rebuttals of determinations.

Grounds for an Appeal:

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

- Adherence to APPR standards and methodologies;
- Compliance with the Regulations of the Commissioner of Education;
- Compliance with locally negotiated procedures;
- Implementation of the applicable Principal Improvement Plan;

Appeals Process:

- In order to be timely, the Appeal Challenge Form shall be completed in writing and submitted to the superintendent within five (5) school days after the principal has received their Overall Composite Score.
- When filing an appeal, the principal must submit a written description of the specific areas of disagreement over the performance review, or the issuance and/or implementation of the improvement plan. Any additional documents or materials relevant to the appeal must be provided at this time.
- The panel including superintendent’s designee, GAA representative and a mutually agreed upon third party will meet within (5) business days of receipt of Appeals Challenge Form by Superintendent. The panel will review all documentation and relevant material submitted by appealing party.
- Within ten (10) business days of the Appeals Panel meeting, this panel must submit a detailed written response to the appeal. The decision of this panel is final.

The same appeal process and timelines apply to appeals of Principal Improvement Plans.

GREENE CENTRAL SCHOOL DISTRICT

APPEAL CHALLENGE FORM FOR PRINCIPALS

Name: _____ Evaluator: _____

Position: _____ Date: _____

Directions: Please indicate grounds for the appeal. Grounds for appeal must be based on one or more of the following grounds: (Check all grounds that apply)

- Adherence to APPR standards and methodologies
- Compliance with regulations of the Commissioner of Educations
- Compliance with locally negotiated procedures
- Implementation of the applicable Improvement Plan

An appeal may be initiated in the event of an APPR evaluation rating of “Developing” or “Effective.” All grounds for an appeal must be submitted on the initial challenge form. Any issue not raised in the initial Challenge Form will be deemed waived. The burden of proof throughout the Appeals Process rests with the appealing party. Appeal must be submitted within five (5) school days after the Principal has received their Overall Composite Score.

The appealing principal shall write a detailed and specific description of the rating in dispute and argument warranting the appeals process. All supporting documentation must be included at the time of submission of the Appeal Challenge Form.

It is understood that the Appeals Process in no way limits the authority of the Board of Education or Superintendent regarding employment decisions of probationary employees for statutorily and constitutionally permissible reasons other than the performance that is the subject of the appeal..

Received by Supervising Administrator:

Date: _____

Supervising Administrator Signature

GREENE CENTRAL SCHOOL DISTRICT

APPEAL TIMELINE

STEP #1: Appeal Conference Scheduled

(Meeting of the Appeal Panel should be scheduled within 5 school days of receipt of Appeal.)

Date: _____ Participants: _____

Appealing Principal

Superintendent/designee

GAA Representative

Mutually Agreed Upon 3rd Party

Outcome of Appeal Conference: (decision should be rendered no later than ten (10) business days of the meeting of the Appeals Panel.

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

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

Any evaluator who participates in the evaluation of principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

Lead Evaluator training will be conducted under an approved program. This training will focus on the use of the Marshall Principal Evaluation Rubric, inter-rater reliability, articulation of the provided evidence and accurate assessment of principal practice. Additionally, lead evaluator will also received training on evaluation and evidenced-based observation through meetings under the direction of an approved BOCES Network Team. Lead Evaluator will continue meaningful Network Team training annually.

The "lead evaluator" is the administrator who is primarily responsible for a Principal's evaluation. All trained evaluators shall be certified as "lead evaluators."

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed by law. Such training shall include application and use of the State-approved principal evaluation rubric selected by the District for use in evaluations. Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

Training for lead evaluators will include training on the nine required elements as outlined in 30-2.9(b).

Training will take place over the course of approximately three full day work sessions. Training included calibration and certification.

Re-certification will occur annually. Lead evaluators will receive information regarding evaluation and evidence-based observation via principal meetings hosted by the BOCES Network Team. Additional sessions will be held for the lead evaluator on ISLLC standards and evaluation of principals. Lead evaluator will continue to attend Network Team provided professional development.

Any APPR rating that is determined in whole or in part by an administrator or supervisor who is not certified by the Greene Central School District Board of Education to conduct such evaluations shall, upon appeal by the subject of the APPR rating, be deemed to be invalid and shall be expunged from the principal's record. This shall preclude the use of this APPR rating in employment decisions of retention, tenure determinations and termination.

Greene Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/591918-3Uqgn5g9Iu/Joint certification 2013 2014.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.

State Growth HEDI Scoring Bands For Teachers

HEDI Rating	State Growth Narrative	Point Total	Sub Component Score
Highly Effective	Results are well above state average for similar students (or district goals if no State Test).	18-20	95%-100%
Effective	Results meet state average for similar students (or district goals if no State Test).	9-17	75%-94.9%
Developing	Results are below state average for similar students (or district goals if no State Test).	3-8	51%-74.9%
Ineffective	Results are well below state average for similar students (or district goals if no State Test).	0-2	0%-50.9%

HEDI Rating	Sub Component Score	Scoring Range
Highly Effective	20	98-100%
	19	96-97.9%
	18	95-95.9%
Effective	17	94-94.9%
	16	92-93.9%
	15	89-91.9%
	14	86-88.9%
	13	84-85.9%
	12	82-83.9%
	11	79-81.9%
	10	77-78.9%
Developing	9	75-76.9%
	8	71-74.9%
	7	67-70.9%
	6	63-66.9%
	5	59-62.9%
	4	55-58.9%
Ineffective	3	51-54.9%
	2	33-50.9%
	1	17-32.9%
	0	0-16.9%

HEDI Scoring Band for Teachers w/16 or Fewer Students

HEDI Rating	Sub Component Score	Scoring Range
Highly Effective	20	3.9-4
	19	3.6-3.8
	18	3.5
Effective	17	3.4
	16	3.3
	15	3.2
	14	3.1
	13	3.0
	12	2.9
	11	2.8
	10	2.7
Developing	9	2.6
	8	2.5
	7	2.4
	6	2.3
	5	2.2
	4	2.1
Ineffective	3	2
	2	1.6-1.9
	1	1.1-1.5
	0	1

Local Achievement HEDI Scoring Bands For Teachers

HEDI Rating	Local Achievement Narrative	Sub Component Score (20 Points)	Sub Component Score (15 Points)	Scoring Range
Highly Effective	Results are well above District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	18-20	14-15	85%-100%
Effective	Results meet District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	9-17	8-13	65%-84.9%
Developing	Results are below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	3-8	3-7	50%-64.9%
Ineffective	Results are well below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	0-2	0-2	0%-49.9%

HEDI Rating	Sub Component Score (20 Points)	Sub Component Score For Value Added (15 Points)	Scoring Range
Highly Effective	20	15	95-100%
	19	14	90-94.9%
	18	14	85-89.9%
Effective	17	13	83-84.9%
	16	12	81-82.9%
	15	11	79-80.9%
	14	10	77-78.9%
	13	10	74-76.9%
	12	9	71-73.9%
	11	9	69-70.9%
	10	8	67-68.9%
	9	8	65-66.9%
Developing	8	7	63-64.9%
	7	7	61-62.9%
	6	6	58-60.9%
	5	5	55-57.9%
	4	4	52-54.9%
	3	3	50-51.9%
Ineffective	2	2	40-49.9%
	1	1	30-39.9%
	0	0	0-29.9%

Local Achievement HEDI Scoring Bands For Teachers (20 Pts.)

HEDI Rating	Local Achievement Narrative	Sub Component Score (20 Points)	Scoring Range
Highly Effective	Results are well above District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	18-20	85%-100%
Effective	Results meet District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	9-17	65%-84.9%
Developing	Results are below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	3-8	50%-64.9%
Ineffective	Results are well below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	0-2	0%-49.9%

HEDI Rating	Sub Component Score (20 Points)	Scoring Range
Highly Effective	20	95-100%
	19	90-94.9%
	18	85-89.9%
Effective	17	83-84.9%
	16	81-82.9%
	15	79-80.9%
	14	77-78.9%
	13	74-76.9%
	12	71-73.9%
	11	69-70.9%
	10	67-68.9%
	9	65-66.9%
Developing	8	63-64.9%
	7	61-62.9%
	6	58-60.9%
	5	55-57.9%
	4	52-54.9%
	3	50-51.9%
Ineffective	2	40-49.9%
	1	30-39.9%
	0	0-29.9%

Greene CSD

**Other 60: Composite Score HEDI Scoring Bands
For Teachers**

HEDI Rating	Conversion Score For Composite	Rubric Score
Highly Effective	60	4
	60	3.9
	59.8	3.8
	59.5	3.7
	59.3	3.6
	59	3.5
Effective	58.8	3.4
	58.6	3.3
	58.4	3.2
	58.2	3.1
	58	3
	57.8	2.9
	57.6	2.8
	57.4	2.7
	57.2	2.6
	57	2.5
Developing	56.3	2.4
	55.6	2.3
	54.9	2.2
	54.2	2.1
	53.5	2
	52.8	1.9
	52.1	1.8
	51.4	1.7
	50.7	1.6
	50	1.5
Ineffective	49	1.4
	37	1.3
	25	1.2
	12	1.1
	0	1

GREENE CENTRAL SCHOOL DISTRICT

TEACHER IMPROVEMENT PLANS (TIP):

Upon receiving a rating of “developing” or “ineffective”, a teacher shall be provided with a Teacher Improvement Plan (TIP). The TIP shall be provided as soon as practicable, but in no case later than ten school days after the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. It should be noted, however, that failure to effectively meet the goals and objectives of a Teacher Improvement Plan may result in disciplinary action.

The TIP shall be developed in consultation with the teacher using the attached TIP form, and Association representation shall be afforded at the teacher’s request. The teacher shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify the following:

- (i) Identification of the specific deficiencies and/or recommended areas for growth;
- (ii) A timeline for the plan which will include intermediate checkpoints to determine progress;
- (iii) The manner for assessing improvement; and
- (iv) Specific resources necessary to implement the TIP. This will include but is not limited to differentiated professional development, mentoring opportunities as well as resources and materials provided by veteran colleagues and/or administration.

After the Teacher Improvement Plan is in place, the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s), the TIP shall be modified accordingly. The maximum duration of the Teacher Improvement Plan will be established at the onset of the Plan and will not exceed the school year in which it is established. If the goals identified in the plan are not successfully attained in this time period a new plan may be developed for the subsequent school year.

GREENE CENTRAL SCHOOL DISTRICT

Teacher Improvement Plan

(To be completed by the teacher and administrator collaboratively.)

NAME: _____ **BUILDING:** _____

ASSIGNMENT: _____ **DATE:** _____

Area(s) of Concern:

Goal(s):

Action Steps:

Timeline:

Monitoring Steps:

Assessment Criteria and Evaluation:

- TIP Completed**
- Completion date extended to:** _____

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

State Growth HEDI Scoring Bands For Principals

HEDI Rating	State Growth Narrative	Point Total	Sub Component Score
Highly Effective	Results are well above state average for similar students (or district goals if no State Test).	18-20	95%-100%
Effective	Results meet state average for similar students (or district goals if no State Test).	9-17	75%-94.9%
Developing	Results are below state average for similar students (or district goals if no State Test).	3-8	51%-74.9%
Ineffective	Results are well below state average for similar students (or district goals if no State Test).	0-2	0%-50.9%

HEDI Rating	Sub Component Score	Scoring Range
Highly Effective	20	98-100%
	19	96-97.9%
	18	95-95.9%
Effective	17	94-94.9%
	16	92-93.9%
	15	89-91.9%
	14	86-88.9%
	13	84-85.9%
	12	82-83.9%
	11	79-81.9%
	10	77-78.9%
	9	75-76.9%
Developing	8	71-74.9%
	7	67-70.9%
	6	63-66.9%
	5	59-62.9%
	4	55-58.9%
	3	51-54.9%
Ineffective	2	33-50.9%
	1	17-32.9%
	0	0-16.9%

Local Achievement HEDI Scoring Bands For Principals (Both)

HEDI Rating	Local Achievement Narrative	Sub Component Score (20 Points)	Sub Component Score (15 Points)	Scoring Range
Highly Effective	Results are well above District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	18-20	14-15	85%-100%
Effective	Results meet District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	9-17	8-13	65%-84%
Developing	Results are below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	3-8	3-7	50%-64%
Ineffective	Results are well below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	0-2	0-2	0%-49 %

HEDI Rating	Sub Component Score (20 Points)	Sub Component Score For Value Added (15 Points)	Scoring Range
Highly Effective	20	15	95-100%
	19	14	90-94.9%
	18	14	85-89.9%
Effective	17	13	83-84.9%
	16	12	81-82.9%
	15	11	79-80.9%
	14	10	77-78.9%
	13	10	74-76.9%
	12	9	71-73.9%
	11	9	69-70.9%
	10	8	67-68.9%
Developing	9	8	65-66.9%
	8	7	63-64.9%
	7	7	61-62.9%
	6	6	58-60.9%
	5	5	55-57.9%
	4	4	52-54.9%
Ineffective	3	3	50-51.9%
	2	2	40-49.9%
	1	1	30-39.9%
	0	0	0-29.9%

Local Achievement HEDI Scoring Bands For Principals

HEDI Rating	Local Achievement Narrative	Point Total	Sub Component Score
Highly Effective	Results are well above District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	18-20	85%-100%
Effective	Results meet District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	9-17	65%-84.9%
Developing	Results are below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	3-8	50%-64.9%
Ineffective	Results are well below District or BOCES adopted expectations for achievement of student learning standards for grade/subject.	0-2	0%-49.9%

HEDI Rating	Sub Component Score	Scoring Range
Highly Effective	20	95-100%
	19	90-94.9%
	18	85-89.9%
Effective	17	83-84.9%
	16	81-82.9%
	15	79-80.9%
	14	77-78.9%
	13	74-76.9%
	12	71-73.9%
	11	69-70.9%
	10	67-68.9%
	9	65-66.9%
Developing	8	63-64.9%
	7	61-62.9%
	6	58-60.9%
	5	55-57.9%
	4	52-54.9%
	3	50-51.9%
Ineffective	2	40-49.9%
	1	30-39.9%
	0	0-29.9%

Other Measures of Effectiveness: HEDI Scoring Band For Principals

HEDI Rating	Conversion Score for Composite	Rubric Score
Highly Effective	60	4
	60	3.9
	59.8	3.8
	59.5	3.7
	59.3	3.6
	59	3.5
Effective	58.8	3.4
	58.6	3.3
	58.4	3.2
	58.2	3.1
	58	3
	57.8	2.9
	57.6	2.8
	57.4	2.7
	57.2	2.6
	57	2.5
Developing	56.3	2.4
	55.6	2.3
	54.9	2.2
	54.2	2.1
	53.5	2
	52.8	1.9
	52.1	1.8
	51.4	1.7
	50.7	1.6
	50	1.5
Ineffective	49	1.4
	37	1.3
	25	1.2
	12	1.1
	0	1

GREENE CENTRAL SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLANS (PIP):

Upon receiving a rating of “developing” or “ineffective”, a principal shall be provided with a Principal Improvement Plan (PIP). The PIP shall be provided as soon as practicable, but in no case later than ten school days after the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of a PIP is the improvement of the principal’s leadership abilities and that the issuance of a PIP is not a disciplinary action. It should be noted, however, that failure to effectively meet the goals and objectives of a Principal Improvement Plan may result in disciplinary action.

The PIP shall be developed in consultation with the teacher using the attached PIP form, and Association representation shall be afforded at the principal’s request. The principal shall be advised of his/her right to such representation. The Association president shall be timely informed whenever a principal is placed on a PIP and, with the agreement of the principal, shall be provided with a copy of the PIP.

A PIP shall clearly specify the following:

- (i) Identification of the specific deficiencies and/or recommended areas for growth;
- (ii) A timeline for the plan which will include intermediate checkpoints to determine progress;
- (iii) The manner for assessing improvement; and
- (iv) Specific resources necessary to implement the PIP. This will include but is not limited to differentiated professional development, mentoring opportunities as well as resources and materials provided by veteran colleagues and/or administration.

After the Principal Improvement Plan is in place, the principal, mentor (if one has been assigned) and an Association representative (if requested by the principal) shall meet, according to the schedule identified in the PIP, to assess the effectiveness and appropriateness of the PIP, for the purpose of assisting the teacher to achieve the goals set forth in the PIP. Based on the outcome of such assessment(s), the PIP shall be modified accordingly. The maximum duration of the Principal Improvement Plan will be established at the onset of the Plan and will not exceed the school year in which it is established. If the goals identified in the plan are not successfully attained in this time period a new plan may be developed for the subsequent school year.

GREENE CENTRAL SCHOOL DISTRICT

Principal Improvement Plan

(To be completed by the principal and superintendent collaboratively.)

NAME: _____ **BUILDING:** _____

ASSIGNMENT: _____ **DATE:** _____

Areas indicated as “developing” or “ineffective”:	Specific behaviors, performance, or techniques in need of improvement:
<input type="checkbox"/> Diagnosis and Planning	
<input type="checkbox"/> Priority Management and Communication	
<input type="checkbox"/> Curriculum and Data	
<input type="checkbox"/> Supervision, Evaluation, and Professional Development	
<input type="checkbox"/> Discipline and Parent Involvement	
<input type="checkbox"/> Management and External Relations	

Principal's ideas/strategies for achieving proficiency (e.g. professional development opportunities, peer observation, professional reading, etc.):

Action Plan	Timeline for Completion	Who's Responsible?

Superintendent's ideas/strategies for staff member to achieve proficiency:

Action Plan	Timeline for Completion	Who's Responsible?

Comments:

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

Manner by which Improvement Plan will be assessed:

Utilizing the charts identifying ideas/strategies proposed by the principal and superintendent, both parties will work collaboratively to identify the ideas/strategies that will best address the areas identified as "ineffective."

An intermediate checkpoint date will be scheduled where the principal and superintendent will meet to discuss progress and make necessary adjustments to plan and/or timeline.

At completion of the timeline the principal will meet with the superintendent and assess progress. Principal and superintendent will utilize anecdotal records from observations, materials provided by the principal and other evidence to assess. Determination will be made by superintendent to conclude PIP or extend completion date.

Action Plan:	Assessment:
<i>Identify specific differentiated activities to be implemented as agreed upon by both parties.</i>	<i>Principal will include narrative assessment of teacher's progress regarding areas deemed to be "ineffective."</i>

- PIP Completed**
- Completion date extended to:** _____

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Jonathan K. Neely 2/14/2014

Teachers Union President Signature: Date:

Mario Spina 2/19/14

Administrative Union President Signature: Date:

Bryan Ayres 2/19/14

Board of Education President Signature: Date:

Rhod Bant 2/19/14