



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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December 21, 2012

Cheryl Dudley, Superintendent
Greenville Central School District
P.O. Box 129
Greenville, NY 12083

Dear Superintendent Dudley:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James Baldwin

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 25, 2012

Updated Tuesday, December 18, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 190701040000

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

190701040000

1.2) School District Name: GREENVILLE CSD

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

GREENVILLE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, July 06, 2012

Updated Friday, December 21, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Greenville CSD developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Greenville CSD developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Greenville CSD developed Second Grade ELA Assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Point values for the rating of "highly effective" range from 18-20 with a low of 81% of students who met the growth target and a high of greater than 90% of students who met the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the growth target in order for a teacher to be considered "effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the growth target in order for a teacher to be considered "effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the growth target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Greenville CSD developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Greenville CSD developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Greenville CSD developed Second Grade Math Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Point values for the rating of "highly effective" range from 18-20 with a low of 81% of students who met the growth target and a high of greater than 90% of students who met the growth target.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the growth target in order for a teacher to be considered "effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the growth target in order for a teacher to be considered "effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the growth target ranging from 61% to 80%.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.</p>

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	Greenville CSD developed Sixth Grade Science Assessment
7	District, regional or BOCES-developed assessment	Greenville CSD developed Seventh Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Point values for the rating of "highly effective" range from 18-20 with a low of 81% of students who met the growth target and a high of greater than 90% of students who met the growth target.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the growth target in order for a teacher to be considered "effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the growth target in order for a teacher to be considered "effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the growth target ranging from 61% to 80%.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.</p>

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	Greenville CSD developed Sixth Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Greenville CSD developed Seventh Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Greenville CSD developed Eighth Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.
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Effective (9 - 17 points) Results meet District goals for similar students.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the growth target in order for a teacher to be considered "effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the growth target in order for a teacher to be considered "effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the growth target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District goals for similar students.	Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Greenville 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.
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Developing (3 - 8 points) Results are below District goals for similar students.	Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.

2.7) High School Science Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Point values for the rating of "highly effective" range from 18-20 with a low of 81% of students who met the growth target and a high of greater than 90% of students who met the growth target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the growth target in order for a teacher to be considered "effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the growth target in order for a teacher to be considered "effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the growth target ranging from 61% to 80%.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.</p>

2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Point values for the rating of "highly effective" range from 18-20 with a low of 81% of students who met the growth target and a high of greater than 90% of students who met the growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the growth target in order for a teacher to be considered "effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the growth target in order for a teacher to be considered "effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the growth target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District goals for similar students.	Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Greenville CSD developed Ninth Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Greenville CSD developed Tenth Grade ELA Assessment
Grade 11 ELA	Regents assessment	ELA Comprehensive Regents Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Growth will be measured by determining progress from pre-assessment results to the summative assessment. Based on the pre-assessment results, group growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Growth targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the growth target for individual courses/grade levels/subject areas is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Point values for the rating of "highly effective" range from 18-20 with a low of 81% of students who met the growth target and a high of greater than 90% of students who met the growth target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the growth target in order for a teacher to be considered "effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the growth target in order for a teacher to be considered "effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the growth target ranging from 61% to 80%.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Point values for the rating of "developing" range from 3 to 8 with a low of 41% of students who met the growth target and a high of 60% of students who met the growth target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Point values for the rating of "ineffective" range from 0 to 2, corresponding with a low of less than or equal to 14% of students who met the growth target and a high of 40% of students who met the growth target.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/149253-TXEttx9bQW/20 point HEDI Scale for SLO Conversion (2).docx

2.12) Locally Developed Controls

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

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

For the 2012-2013 school year, locally developed controls will include student prior academic history, students with disabilities, English language learners, and students in poverty. SLOs will use growth from baselines based on past academic history to determine adjustment factors. The evaluator may add up to a maximum of two HEDI points to the teacher's subcomponent score.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Fourth Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Fifth Grade ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Sixth Grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Seventh Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Eighth Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-15 will be applied.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Fourth Grade Math Assessment

5	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Fifth Grade Math Assessment
6	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Sixth Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Seventh Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Eighth Grade 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-15 will be applied.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Greenville CSD developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES-developed assessments	Greenville CSD developed First Grade ELA Assessment
2	5) District, regional, or BOCES-developed assessments	Greenville CSD developed Second Grade ELA Assessment
3	5) District, regional, or BOCES-developed assessments	Greenville CSD developed Third Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Greenville CSD developed First Grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Second Grade Math Assessment
3	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Third Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Sixth Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Greenville CSD District developed Seventh Grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Eighth Grade 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Sixth Grade Social Studies Assessment

7	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Seventh Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Eighth Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Global 1 Assessment

Global 2	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Greenville CSD developed American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.9) High School Science

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

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

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

Earth Science	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Greenville 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.10) High School Math

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

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

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

Algebra 1	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Algebra Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Algebra 2 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

3.11) High School English Language Arts

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

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

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

Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Ninth Grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Tenth Grade ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Greenville CSD developed Eleventh Grade 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. The average percentage of student scores on the final assessment will be converted to points to determine the HEDI category. In this subcomponent, the teacher will first be rated on a 1-4 scale according to the average percentage of student scores. The rating will determine where the teacher falls in the HEDI categories, and then the points from 0-20 will be applied.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within H range on the points table will be deemed Highly Effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within E range on the points table will be deemed Effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within D range on the points table will be deemed Developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the uploaded table, the average percentage student score will be assigned to rubric scores 1-4 which will then be converted to points. Teachers who fall within I range on the points table will be deemed Ineffective.

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
All other teachers not listed above	5) District/regional/BOCES–developed	Greenville CSD developed grade and course specific assessments

and upload that file here.

assets/survey-uploads/5139/149255-y92vNseFa4/20 % Local - Conversion Chart (2).docx

3.14) Locally Developed Controls

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

In setting targets for local assessments consideration will be given regarding students with disabilities, English Language Learners, students in poverty, and prior student academic history, and adjustments will be made to the targets while assuring these students are held to high standards of rigor and continuous student growth. The evaluator may add up to a maximum of two HEDI points to the teacher's subcomponent score.

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.

The District will combine multiple locally selected measures by assessing each locally selected measure separately, calculating the point value (0-15 or 0-20), then averaging the point values.

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 Friday, July 06, 2012

Updated Thursday, December 20, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	33
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	27

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be observed in their classrooms twice, one announced and one unannounced and they will submit other evidence in the form of teacher artifacts to address the standards not covered by the classroom observations. The teacher will be rated according to the Danielson Framework for Teaching Practice Rubric/methodology. All components of the Danielson Framework for Teaching Practice Rubric will be utilized. Subcomponents within each domain will be scored from 1-4 (Ineffective to Highly Effective). All subcomponents within each domain will be averaged to determine each domain score. Domains will be weighted as follows: 15% of Domain 1 average, 20% of Domain 2 average, 20% of Domain 3 average, 15% of Domain 4 average. A 1-4 score, based upon the identified subcomponents within Domains 1-4 of the Danielson Framework for Teaching Practice Rubric, will be assigned to the teacher's professional development plan. This score will be weighted 30%. The four weighted domain scores and the teacher's professional development plan will be totaled to arrive at a composite rubric score from 1-4. This score will be

converted to a HEDI score 0-60.

Referencing the uploaded conversion chart, the final rubric score (1-4) will then be converted from 0-60 points, and the HEDI category will be determined based upon these points. HEDI categories are: Highly Effective 59-60/Effective 57-58/Developing 50-56/Ineffective 0-49.

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/5091/149256-eka9yMJ855/60% Other Measures - Conversion Chart (2).docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

The Danielson Framework for Teaching Rubric 2011 will be used to reflect 33 points based upon multiple observations to inform the Domains related to classroom instruction and 27 points based upon teacher artifact review to inform the Professional Responsibilities Domain and the related NYS Teaching Standards. Using the uploaded conversion chart, NYSED guidelines, and the NYS Teacher Standards as reflected in the evaluation rubric, teachers who score in the H range consistently demonstrate instructional practices and professionalism exceeding NYS Teaching Standards and would be deemed Highly Effective.

Effective: Overall performance and results meet NYS Teaching Standards.

The Danielson Framework for Teaching Rubric 2011 will be used to reflect 33 points based upon multiple observations to inform the Domains related to classroom instruction and 27 points based upon teacher artifact review to inform the Professional Responsibilities Domain and the related NYS Teaching Standards. Using the uploaded conversion chart, NYSED guidelines, and the NYS Teacher Standards as reflected in the evaluation rubric, teachers who score in the E range consistently demonstrate instructional practices and professionalism meeting NYS Teaching Standards and would be deemed Effective.

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

The Danielson Framework for Teaching Rubric 2011 will be used to reflect 33 points based upon multiple observations to inform the Domains related to classroom instruction and 27 points based upon teacher artifact review to inform the Professional Responsibilities Domain and the related NYS Teaching Standards. Using the uploaded conversion chart, NYSED guidelines, and the NYS Teacher Standards as reflected in the evaluation rubric, teachers who score in the D range consistently demonstrate instructional practices and professionalism needing improvement in order to meet NYS Teaching Standards and would be deemed Developing.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

The Danielson Framework for Teaching Rubric 2011 will be used to reflect 33 points based upon multiple observations to inform the Domains related to classroom instruction and 27 points based upon teacher artifact review to inform the Professional Responsibilities Domain

and the related NYS Teaching Standards. Using the uploaded conversion chart, NYSED guidelines, and the NYS Teacher Standards as reflected in the evaluation rubric, teachers who score in the I range consistently demonstrate instruction practices and professionalism not meeting NYS Teaching Standards and would be deemed Ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60 points 3.5-4.0
Effective	57-58 points 2.5-3.4
Developing	50-56 points 1.5-2.4
Ineffective	0-49 points 1.0-1.4

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Friday, July 06, 2012

Updated Wednesday, November 28, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, July 06, 2012

Updated Wednesday, November 28, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/149258-Df0w3Xx5v6/TIP Template.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. All annual APPR Composite Effectiveness Score ratings of ineffective or developing may be appealed within ten (10) school days of the teacher's receipt of the rating.

B. The teacher will be entitled to any and all evidence, both hard copy and electronic, used as the basis of the overall APPR rating. The hard copy and electronic evidence will be provided within five (5) school days of the teacher's written request to the evaluator.

C. All procedural issues can be appealed. Upon filing an appeal, the teacher will provide to the District any and all evidence of procedural error.

D. In a ratings appeal, the teacher will identify the specific element(s) of the rating being challenged and state the basis for the challenge.

E. A teacher's ratings appeal and procedural appeal shall be consolidated for the appeal process.

F. Both procedural and ratings appeals will be conducted in the same manner.

G. The teacher will have the right to Association representation during all stages of the appeal. The Association will be the sole representative for the teacher unless the Association otherwise notifies the District that the teacher chooses to represent him or herself.

H. If the schedules of all parties permit, it is desirable to process appeals during the summer months, before the start of the next school year.

I. Appeals will follow the following procedure:

Stage 1: The teacher will appeal to the evaluator in writing. Within five (5) school days of the receipt of the written request for an appeal, the evaluator and teacher will meet to discuss the appeal. The evaluator will render a determination in writing to the teacher within ten (10) school days of the teacher's submission of the written appeal.

For all tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move to Stage 3. For all non-tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the teacher will request in writing within five (5) school days of the receipt of the evaluator's determination that the appeal move to Stage 2 for a review of that determination by the Superintendent.

Stage 2: Within five (5) school days of the untenured teacher's written request for a review of the Stage 1 determination, the Superintendent will schedule a meeting with the teacher to discuss the appeal. The Superintendent will render a written decision on the appeal to the teacher within ten (10) school days after the meeting. The Superintendent's decision shall be final and binding upon the parties.

Stage 3: If the tenured teacher is not satisfied with the Stage 1 appeal decision, the teacher may appeal in writing to the APPR Appeals Panel within ten (10) school days of the receipt of the Stage 1 decision. The APPR Appeals Panel will consist of an administrator (other than the involved evaluator), chosen by the Superintendent; an Association representative, chosen by the Association President; and a third independent party whose membership on the Appeals Panel has been mutually agreed to by the Superintendent and Association President. The Superintendent and Association President will consult with each other before making their selections for the Appeals Panel.

All hard copy evidence, electronic evidence, and the appeal record from Stage 1 shall be provided to the Appeals Panel. If the Panel members agree, in addition to considering the written records and other evidence when making its decision, the panel may request additional written information. Such may include questions addressed to the teacher and/or the evaluator. Both the teacher and the Superintendent will be notified of the Panel's information requests. In the event the Panel's request for information delays the process, such delay shall not be longer than ten (10) school days, and the subsequent timeline will be adjusted accordingly.

The three members of the APPR Appeals Panel will review and confer on the information provided. Then, each Panel member will independently prepare a written advisory opinion, all of which shall be submitted simultaneously to the Superintendent and Association President. These written opinions will be submitted to the Superintendent and Association President within ten (10) school days of the filing of the Stage 3 appeal.

When the advisory opinions of the APPR Panel members agree, the Superintendent will follow the Panel's recommendation. When the advisory opinions of the Panel members differ on the outcome of the appeal, the Superintendent will follow the Panel's majority recommendation. If no majority recommendation exists, the appeal shall be considered denied.

The Superintendent will notify the teacher and the Association President of the Stage 3 decision within five (5) school days of the receipt of the Panel's recommendations.

If the teacher is not satisfied with the Stage 3 appeal decision, the teacher may appeal in writing to the Superintendent within ten (10) school days of the decision for a review. The Superintendent will then issue a final determination within five (5) school days of the receipt of the teacher's review request.

J. If at any stage of the appeals process, where the rating is being appealed, a decision is made in favor of the teacher, the decision must include a recalculation of the score consistent with the decision.

K. The parties agree that the APPR process, its documentary and other evidence, and appeal record are to be accorded confidentiality. In the event of an inquiry regarding any teacher, the only information to be provided is the appeal-outcome rating.

L. Determinations under this appeal process shall not be the subject of a grievance or submitted to arbitration under the parties' collective bargaining agreement by an individual teacher. This appeals process is the process for an individual teacher to claim procedural and substantive challenges to the annual composite APPR scoring and rating. However, the teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Unless the reason is the teacher's professional performance, nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Greenville Central School District has provided multiple opportunities for certification of those administrators who will be completing an individual's performance review. Evaluator training was facilitated through Questar III BOCES. Lead evaluator training has been conducted in accordance with the certification requirements as per the Commissioner's regulations.

Training has been as follows:

Demonstrating Our Effectiveness: Evidence-Based Observation for Teachers (The Greater Capital Teacher Center in collaboration with Questar III BOCES - June 6, 2012): Direct training around interactive evidence-based observation and the use of NYS Teaching standards.

Student Learning Objectives: Interactive Workshop for Teachers (Questar III BOCES in conjunction with facilitators from Community Training and Assistance Center- June 26, 2012): Direct training provided an interactive experience with SLOs with emphasis on learning content, baseline evidence, target setting, the role of student growth using the NYS SLO Model and the understanding of different ways SLOs can be scored related to goal attainment permissible under NYS requirements.

APPR Lead Principal Evaluator Training (Questar III BOCES - July 2, 2012 - July 3, 2012): This training addressed ISLLC standards and their related elements and performance indicators and evidence-based observation techniques grounded in research and inter-rater reliability.

SSN Leadership Institute and Teacher Lead Evaluator Training (Questar III BOCES - July 25, 2012 - July 26, 2012): Direct training in APPR Lead Evaluator Elements including NYS Teaching Standards and their related elements and performance indicators, evidence-based observation grounded in research and inter-rater reliability, application and use of the State-approved rubrics selected for use in evaluations including training on the effective applications of such rubric to observation and inter-rater reliability. Questar III and Greenville Leadership Institute (Questar III BOCES in conjunction with the Greenville Central School District - July 30, 2012, July 31, 2012, August 1, 2012 and August 2, 2012): Direct training addressed NYS Teaching Standards, ISLLC Standards, evidence-based observation grounded in research and the application of the use of the State-approved teacher and principal rubrics selected as agreed upon for use in evaluations, and inter-rater reliability.

McRel Rubric Training (Questar III BOCES - August 30, 2012 - August 31, 2012): Direct Training in the use of the State-approved principal rubric (McRel) which addressed the ISLLC Standards, evidence based observation grounded in research and the application of the use of the State-approved principal rubric selected as agreed upon for use in principal evaluations, and inter-rater reliability.

The following books were purchased for all administrators and used in training sessions during the summer of 2012:

Enhancing Professional Practice: A Framework for Teaching 2nd Edition by Charlotte Danielson

Implementing the Framework for Teaching in Enhancing Professional Practice by Charlotte Danielson

The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School by Charlotte Danielson

The following books were purchased for all teachers and used in training sessions:

The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School by Charlotte Danielson

Ongoing collaborative sessions will be conducted throughout the year to build evaluator skills related to inter-rater reliability.

Evaluators will receive training from Questar III BOCES to allow recertification annually.

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 Friday, July 06, 2012

Updated Tuesday, December 18, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Friday, July 06, 2012

Updated Tuesday, December 18, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	All Greenville CSD developed K-5 Assessments
6-8	(d) measures used by district for teacher evaluation	All Greenville CSD developed 6-8 Assessments
9-12	(d) measures used by district for teacher evaluation	All Greenville CSD developed 9-12 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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Achievement targets shall be determined by the District and building principals and will be established in accordance with guidance from the Commissioner and State Education Department. The average percentage of student scores meeting the achievement target will be converted to a scale score of 0-15. The scoring bands listed in the uploaded table will be used to determine the HEDI category.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated "highly effective" if 69% or more of the students meet the achievement target. Point values for the rating of "highly effective" range from 14-15.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Principals will be rated "effective" if 36-68% of the students meet the achievement target. Point values for the

for grade/subject.	rating of "effective" range from 8-13.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated "developing" if 13-35% of the students meet the achievement target. Point values for the rating of "developing" range from 3-7.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be rated "ineffective" if 0-12% or more of the students meet the achievement target. Point values for the rating of "ineffective" range from 0-2.

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

(No response)

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

[assets/survey-uploads/5366/149277-qBFVOWF7fC/Locally Selected Measures 15 Points_1.docx](#)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative*

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

In setting targets for local assessments consideration will be given regarding students with disabilities, English Language Learners, students in poverty, and prior student academic history, and adjustments will be made to the targets while assuring these students are held to high standards of rigor and continuous student growth. Up to a maximum of two HEDI points will be added to the subcomponent score.

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.

The District will combine multiple locally selected measures by scoring each locally selected measure separately, calculating the point value (0-15 or 0-20), then averaging the point values.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 29, 2012

Updated Friday, December 21, 2012

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9.1) Principal Practice Rubric

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

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

McRel Principal Evaluation System

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal will first be rated according to the McRel Rubric. Rubric scores from 0 - 4 will be assigned to elements within each of the components. A total average rubric score for the 21 components in the McRel Evaluation Rubric will be obtained. The element scores shall be averaged to determine a rubric score which shall be converted to a HEDI rating and points pursuant to the following chart. The McRel Evaluation Rubric will be used for the 60 points. The Superintendent observations shall be based on at least three (3) visits of 30 minutes or more to the school, while in session. Two will be as agreed upon between the Superintendent and Principal, one will be unannounced. Evidence embedded in the McRel Principal Evaluation System related to components of the rubric shall be provided to the Superintendent.

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/5143/135435-pMADJ4gk6R/Greenville CSD McRel Conversion chart Form 4 \(3\).pdf](#)

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.	The McRel Evaluation Rubric will be used for the 60 points based upon three observations: two observations will be scheduled and one observation shall be unannounced. School documents related to components of the rubric shall be provided to the Superintendent. Using the uploaded conversion chart, NYSED guidelines, and the ISLLC Standards as reflected in the McRel Evaluation Rubric, principals who score in the H range consistently demonstrate instructional practices and professionalism exceeding ISLLC Standards and would be deemed highly effective.
Effective: Overall performance and results meet standards.	The McRel Evaluation Rubric will be used for the 60 points based upon three observations: two observations will be scheduled and one observation shall be unannounced. School documents related to components of the rubric shall be provided to the Superintendent. Using the uploaded conversion chart, NYSED guidelines, and the ISLLC

	Standards as reflected in the McRel Evaluation Rubric, principals who score in the E range consistently demonstrate instructional practices and professionalism meeting ISLLC Standards and would be deemed effective.
Developing: Overall performance and results need improvement in order to meet standards.	The McRel Evaluation Rubric will be used for the 60 points based upon three observations: two observations will be scheduled and one observation shall be unannounced. School documents related to components of the rubric shall be provided to the Superintendent. Using the uploaded conversion chart, NYSED guidelines, and the ISLLC Standards as reflected in the McRel Evaluation Rubric, principals who score in the D range consistently demonstrate instructional practices and professionalism needing improvement in order to meet ISLLC Standards and would be deemed developing.
Ineffective: Overall performance and results do not meet standards.	The McRel Evaluation Rubric will be used for the 60 points based upon three observations: two observations will be scheduled and one observation shall be unannounced. School documents related to components of the rubric shall be provided to the Superintendent. Using the uploaded conversion chart, NYSED guidelines, and the ISLLC Standards as reflected in the McRel Evaluation Rubric, principals who score in the E range consistently demonstrate instructional practices and professionalism do not meet ISLLC Standards and would be deemed ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	35-58
Developing	1-34
Ineffective	0

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

By supervisor	3
---------------	---

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

10. Composite Scoring (Principals)

Created Friday, July 06, 2012

Updated Thursday, November 29, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	35-58
Developing	1-34
Ineffective	0

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, November 21, 2012

Updated Tuesday, December 18, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/244069-Df0w3Xx5v6/Principal Improvement Plan.doc](assets/survey-uploads/5276/244069-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

PRINCIPAL APPEALS PROCESS

CHALLENGES IN AN APPEAL:

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

(1) The substance of the annual professional performance review;

(2) The school district adherence to the standards and methodologies required for such reviews;

(3) The adherence to the Commissioner's regulations, as applicable to such reviews;

(4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(5) The school district issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

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

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. The burden shall be on the district to establish by preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING AN APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives his/her final annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, the appeal must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Any extension will be timely and expeditious in accordance with Education Law 3012-c. An extension of the time in which to appeal may be granted by the Superintendent upon written request. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, an APPR Appeals Panel of three (3) reviewers shall be chosen. The President of the GPA shall select one reviewer; the Superintendent shall select one reviewer, and they shall mutually agree on the third reviewer. The parties agree that:

- a. The APPR Appeals Panel shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the panel is selected.*
- b. The APPR Appeals Review shall be conducted in no more than one business day unless extenuating circumstances cause both parties to agree to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled APPR Appeals Review date;*
- e. The district shall have the opportunity to present its case supporting the rating or improvement plan, and then the principal may refute the presentation. These presentations may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the APPR Appeals Review. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The APPR Appeals Panel must reach consensus and either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

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

appeals related to a professional performance review and/or improvement plan.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon panel reviewers.
2. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeals process described herein, whichever is later.
3. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Greenville Central School District has provided multiple opportunities for certification of those administrators who will be completing an individual's performance review. Evaluator training was facilitated through Questar III BOCES. Lead evaluator training has been conducted in accordance with the certification requirements as per the Commissioner's regulations.

Training has been as follows:

Demonstrating Our Effectiveness: Evidence-Based Observation for Teachers (The Greater Capital Teacher Center in collaboration with Questar III BOCES - June 6, 2012): Direct training around interactive evidence-based observation and the use of NYS Teaching standards.

Student Learning Objectives: Interactive Workshop for Teachers (Questar III BOCES in conjunction with facilitators from Community Training and Assistance Center- June 26, 2012): Direct training provided an interactive experience with SLOs with emphasis on learning content, baseline evidence, target setting, the role of student growth using the NYS SLO Model and the understanding of different ways SLOs can be scored related to goal attainment permissible under NYS requirements.

APPR Lead Principal Evaluator Training (Questar III BOCES - July 2, 2012 - July 3, 2012): This training addressed ISLLC standards and their related elements and performance indicators and evidence-based observation techniques grounded in research and inter-rater reliability.

SSN Leadership Institute and Teacher Lead Evaluator Training (Questar III BOCES - July 25, 2012 - July 26, 2012): Direct training in APPR Lead Evaluator Elements including NYS Teaching Standards and their related elements and performance indicators, evidence-based observation grounded in research and inter-rater reliability, application and use of the State-approved rubrics selected for use in evaluations including training on the effective applications of such rubric to observation and inter-rater reliability. Questar III and Greenville Leadership Institute (Questar III BOCES in conjunction with the Greenville Central School District - July 30, 2012, July 31, 2012, August 1, 2012 and August 2, 2012): Direct training addressed NYS Teaching Standards, ISLLC Standards, evidence-based observation grounded in research and the application of the use of the State-approved teacher and principal rubrics selected as agreed upon for use in evaluations, and inter-rater reliability.

McRel Rubric Training (Questar III BOCES - August 30, 2012 - August 31, 2012): Direct Training in the use of the State-approved principal rubric (McRel) which addressed the ISLLC Standards, evidence based observation grounded in research and the application of the use of the State-approved principal rubric selected as agreed upon for use in principal evaluations, and inter-rater reliability.

The following books were purchased for all administrators and used in training sessions during the summer of 2012:

Enhancing Professional Practice: A Framework for Teaching 2nd Edition by Charlotte Danielson

Implementing the Framework for Teaching in Enhancing Professional Practice by Charlotte Danielson

The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School by Charlotte Danielson

The following books were purchased for all teachers and used in training sessions:

The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School by Charlotte Danielson

Ongoing collaborative sessions will be conducted throughout the year to build evaluator skills related to inter-rater reliability. Evaluators will receive training from Questar III BOCES to allow recertification annually.

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	Checked
---	---------

the school year for which the building principal's performance is being measured.	
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 Friday, July 06, 2012

Updated Friday, December 21, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/149279-3Uqgn5g9Iu/DISTRICT CERTIFICATION FORM \(3\).pdf](assets/survey-uploads/5581/149279-3Uqgn5g9Iu/DISTRICT CERTIFICATION FORM (3).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.

Multiple Measures of Teacher Effectiveness Conversion Chart (out of 60 points)

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

20 point HEDI Scale for SLO Conversion

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students (or District goals if no state test)		DEVELOPING Results are below state average for similar students (or District goals if no state test)		EFFECTIVE Results meet state average for similar students (or District goals if no state test)		HIGHLY EFFECTIVE Results are well-above state average for similar students (or District goals if no state test)	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

**Locally-selected Measures
Conversion Chart for Assessments Scored on 0-100 Scale**

0-100 Point Scale Conversion Chart	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0 - 14	1
15 - 27	1.1
28 - 40	1.2
41 - 53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65 - 66	2.5
67 - 68	2.6
69 - 70	2.7
71 - 72	2.8
73 - 74	2.9
75 - 76	3
77 - 78	3.1
79 - 81	3.2
82 - 83	3.3
84	3.4
Highly Effective	
85 - 87	3.5
88 - 90	3.6
91 - 93	3.7
94 - 96	3.8
97 - 99	3.9
100	4

15% Locally-selected Measures
Conversion Chart 1-4 Rubric to Subcomponent Score

1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1	0
1.1-1.2	1
1.3-1.4	2
Developing	
1.5-1.6	3
1.7-1.8	4
1.9-2.0	5
2.1-2.2	6
2.3-2.4	7
Effective	
2.5	8
2.6-2.7	9
2.8-2.9	10
3.0	11
3.1-3.2	12
3.3-3.4	13
Highly Effective	
3.5-3.7	14
3.8-4.0	15

**Locally-selected Measures
Conversion Chart for Assessments Scored on 0-100 Scale**

0-100 Point Scale Conversion Chart	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0 - 14	1
15 - 27	1.1
28 - 40	1.2
41 - 53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65 - 66	2.5
67 - 68	2.6
69 - 70	2.7
71 - 72	2.8
73 - 74	2.9
75 - 76	3
77 - 78	3.1
79 - 81	3.2
82 - 83	3.3
84	3.4
Highly Effective	
85 - 87	3.5
88 - 90	3.6
91 - 93	3.7
94 - 96	3.8
97 - 99	3.9
100	4

20% Locally-selected Measures

Conversion Chart 1-4 Rubric to Subcomponent Score (out of 20 points)

1-4 Rubric Conversion Scale	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	2
1.3	2
1.4	2
Developing	
1.5	3
1.6	4
1.7	4
1.8	5
1.9	5
2	6
2.1	7
2.2	7
2.3	8
2.4	8
Effective	
2.5	9
2.6	10
2.7	11
2.8	12
2.9	13
3	14
3.1	14
3.2	15
3.3	16
3.4	17
Highly Effective	
3.5	18
3.6	18
3.7	19
3.8	19
3.9	20
4	20

Greenville Central School District Teacher Improvement Plan (TIP) Template

Name of Teacher: _____

Participants in the formulation of this TIP:

Identify the area(s) of improvement identified in the annual evaluation:

1. _____
2. _____
3. _____
4. _____

This plan will begin on: _____

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

Any changes or modification to the plan must be in writing and will be appended to this document.

Teacher Date

Administrator Date

Association Representative Date

Attach a copy of the teacher's evaluation to this form

Area Needing Improvement: _____

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Activity: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Activity: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Activity: _____

Time: _____

Location: _____

Goal: _____

Other personnel involved: _____

Complete this form for each area identified as needing improvement.

RUBRIC SCORING METHODOLOGY: Form #4

Other Measures

Rubric Score	Subcomponent Points
Not Demonstrated/Ineffective	
0	0
Developing	
1.00	1
1.01	2
1.02	2
1.03	3
1.04	4
1.05	5
1.06	6
1.07	7
1.08	8
1.09	9
1.10	10
1.11	11
1.12	12
1.13	13
1.14	14
1.15	15
1.16	16
1.17	17
1.18	18
1.19	19
1.20	20
1.21	21
1.22	22
1.23	23
1.24	24
1.25	25
1.26	26
1.27	27
1.28	28
1.29	29
1.30	30
1.31	31
1.32	32
1.33	33
1.34	34

Proficient/Effective	
1.35	35
1.36	36
1.37	37
1.38	38
1.39	39
1.40	40
1.41	41
1.42	42
1.43	43
1.44	44
1.45	45
1.46	46
1.47	47
1.48	48
1.49	49
1.50	50
1.51	51
1.52	52
1.53	53
1.54	54
1.55-2.00	55
2.01 -2.50	56
2.51-3.00	57
3.01-3.50	58
Distinguished/Highly Effective	
3.51-3.74	59
3.75-4.00	60

Greenville Central School District Principal Improvement Plan (PIP) Process

WHEREAS, the parties have mutually agreed that the following Principal Improvement Plan (PIP) procedure and form shall be incorporated into the District's APPR Plan Document for principals covered by Education Law § 3012-c and Part 30-2 Regents Rules;

A. The Principal Improvement Plan (Form #1) is for a Principal who is rated ineffective or developing through an annual professional performance review (APPR) shall be comprised of the following elements:

1. A clear and specific statement setting forth the area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
2. Time line and benchmarks to review and assess progress towards improvements will begin with the issuance of the PIP and end at the conclusion of the school year, except that for probationary principals the timeline for improvement shall be not less than three months, but no more than six months.

After the issuance of the PIP, the lead evaluator assigned to the building principal shall meet with the building principal at least once every four weeks to review his or her progress regarding the areas identified in the PIP. Each PIP check point meeting will be summarized with a written report to the principal within 10 school days of the meeting. At the conclusion of the PIP the lead evaluator shall issue a written statement that reflects upon the quality of the artifacts shared by the principal in the areas in need of improvement and the observational information viewed by the lead evaluator in such areas, if applicable.

3. Any work assigned to the Principal will be scheduled during the normal work day, and will be of no cost to the Principal. Available differentiated resources/activities (at the district's expense) based on the areas deemed in need of support to enable an effective level of performance, shall include but are not limited to the following:

Mentor/coach	Internal or external visitations and shadowing
Workshops and Seminars	On-line courses and seminars
Advanced Degree Work	Professional texts, periodicals, and other literature
Collegial Circles	Guided Observations
Self Assessment	Modeling from Lead Evaluator

4. The manner of assessment of improvement shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable). Which manners of assessment the district intends to utilize to evaluate the building principal shall be specifically set forth in the initial PIP document.

Greenville Central School District's Principal Improvement Plan: Form #1

Name of Principal _____

School Building _____

Academic Year _____

Deficiency that promulgated the "ineffective" or "developing" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:
Dates of formative evaluation on progress (Superintendent and Principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 12-20-12

Cheryl Dudley

Teachers Union President Signature: Date: 12-20-12

Melissa A Palmer

Administrative Union President Signature: Date: 12-21-12

Michael Foster

Board of Education President Signature: Date: 12-21-12

Anna Mitchell