



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

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

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

November 5, 2012

Kathleen M. Wood, Superintendent
Harpursville Central School District
PO Box 147
54 Main St.
Harpursville, NY 13787

Dear Superintendent Wood:

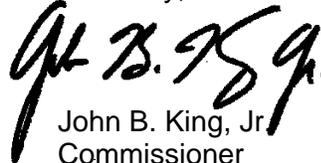
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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 Monday, July 02, 2012

Updated Thursday, October 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 : 030501040000

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

030501040000

1.2) School District Name: HARPURSVILLE CSD

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

HARPURSVILLE 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.

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, July 02, 2012

Updated Friday, November 02, 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	Broome-Tioga BOCES developed grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES developed grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES developed grade 2 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.	See attached "State Provided Growth Measures or Other Comparable Measures".
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".

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	Broome-Tioga BOCES developed grade K Math assessment
1	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES developed grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Broome-Tioga BOCES developed grade 2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached "State Provided Growth Measures or Other Comparable Measures".
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".

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	Broome-Tioga BOCES developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Broome-Tioga BOCES developed grade 7 science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached "State Provided Growth Measures or Other Comparable Measures".
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached "State Provided Growth Measures or Other Comparable Measures".

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	Broome-Tioga BOCES developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Broome-Tioga BOCES developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Broome-Tioga BOCES developed grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached "State Provided Growth Measures or Other Comparable Measures".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Effective (9 - 17 points) Results meet District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".

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	Broome-Tioga BOCES developed Global 9 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.	See attached "State Provided Growth Measures or Other Comparable Measures".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Effective (9 - 17 points) Results meet District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached "State Provided Growth Measures or Other Comparable Measures".
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Effective (9 - 17 points) Results meet District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".

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.	See attached "State Provided Growth Measures or Other Comparable Measures".
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Effective (9 - 17 points) Results meet District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".

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	Broome-Tioga BOCES developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Broome-Tioga BOCES developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Regents assessment: Comprehensive English

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached "State Provided Growth Measures or Other Comparable Measures".
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Effective (9 - 17 points) Results meet District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All K-12 Music	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Music Assessment - course/grade specific
All K-12 Art	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Art Assessment - course/grade specific
All K-12 Physical Education	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Physical Education Assessment - course/grade specific
All K-12 Library	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Library Assessment - course/grade specific
All K-12 Technology	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Technology Assessment - course/grade specific
Health Education	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Health Assessment - course/grade specific
All LOTE Courses	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional LOTE Assessment - course/grade specific
Family Consumer Science Courses	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional FACS Assessment - course/grade specific
AIS	State Assessment	Same assessment as the teacher/course that the support services are provided for
AIS	District, Regional or BOCES-developed	Same assessment as the teacher/course that the support services are provided for
All Other Secondary Math	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Math Assessment - course/grade specific
All Other Secondary English	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional English Assessment - course/grade specific
All Other Secondary Social Studies	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Social Studies Assessment - course/grade specific
All Other Secondary Science	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Science Assessment - course/grade specific
Business Education Courses	District, Regional or BOCES-developed	Broome-Tioga BOCES Developed Regional Business Assessment - course/grade specific

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See attached "State Provided Growth Measures or Other Comparable Measures".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".

Effective (9 - 17 points) Results meet District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures". A teacher that meets their established target will earn 15 points.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached "State Provided Growth Measures or Other Comparable Measures".

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/5364/147874-TXEttx9bQW/HCS State Provided Growth Measures or Other Comparable Measures_3.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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. Checked

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

3. Local Measures (Teachers)

Created Monday, July 02, 2012

Updated Friday, November 02, 2012

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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	3) Teacher specific achievement or growth score computed locally	NYS Grade 4 ELA Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Grade 5 ELA Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Grade 6 ELA Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Grade 7 ELA Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 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.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 11 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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	3) Teacher specific achievement or growth score computed locally	NYS Grade 4 Math Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Grade 5 Math Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Grade 6 Math Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Grade 7 Math Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
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3.3, below.	
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 11 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/147885-rhJdBgDruP/HCS Local Measures of Achievement with Individual Group Targets_2.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
1	6(ii) School-wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
2	6(ii) School-wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
3	3) Teacher specific achievement or growth score computed locally	NYS Grade 3 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.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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	6(ii) School-wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
1	6(ii) School-wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
2	6(ii) School-wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
3	3) Teacher specific achievement or growth score computed locally	NYS Grade 3 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.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A

grade/subject.	teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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	Broome-Tioga BOCES Regionally-Developed Grade 6 Science
7	5) District, regional, or BOCES–developed assessments	Broome-Tioga BOCES Regionally-Developed Grade 7 Science of individual teacher target based on Broome-Tioga BOCES developed grade 7 science assessment or group target based on NYS 3-8 ELA math assessments (see attachment)
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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	6(ii) School wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
7	5) District, regional, or BOCES–developed assessments	Broome-Tioga BOCES Regionally-Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Broome-Tioga BOCES Regionally-Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Global 2	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)

American History	3) Teacher specific achievement or growth score computed locally	NYS US History Government Regents Exam
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For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Exam
Earth Science	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Chemistry	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Physics	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)

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.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Geometry	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Algebra 2	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)

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.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Grade 10 ELA	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Grade 11 ELA	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)

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.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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 K-12 Music	5) District/regional/BOCES-developed	Broome-Tioga BOCES Regionally-Developed Music Assessment - Grade-Level Specific
All K-12 Art	5) District/regional/BOCES-developed	Broome-Tioga BOCES Regionally-Developed Art Assessment - Grade-Level Specific
K-6 Physical Education	5) District/regional/BOCES-developed	Broome-Tioga BOCES Regionally-Developed Physical Education Assessment - Grade-Level Specific
7-12 Physical Education	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
7-8 Technology	5) District/regional/BOCES-developed	Broome-Tioga BOCES Regionally-Developed Technology Assessments - Grade-Level Specific
Health Education	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
Grade 8 LOTE	6(ii) School wide measure computed locally	Group target based on NYS Grades 7-8 ELA Math Assessments (see attachment)
Family Consumer Science	5) District/regional/BOCES-developed	Broome-Tioga BOCES Regionally-Developed FACS Assessments - Grade-Level Course Specific
K-6 AIS	6(ii) School wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
All Other Secondary Math	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
All Other Secondary English	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
All Other Secondary Social Studies	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
All Business Education	5) District/regional/BOCES-developed	Broome-Tioga BOCES Regionally-Developed Business Assessment - Course-Specific

9-12 Technology	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
K-6 Special Education	6(ii) School wide measure computed locally	Group target based on NYS 3-6 ELA math assessments (see attachment)
7-8 Special Education	6(ii) School wide measure computed locally	Group target based on NYS Grades 7-8 ELA Math Assessments (see attachment)
9-12 Special Education	6(ii) School wide measure computed locally	Group target based on NYS Regents Examinations administered (see attachment)
9-12 LOTE	5) District/regional/BOCES-developed	Broome-Tioga BOCES Regionally-Developed LOTE Assessments, Course-Specific

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets". A teacher that meets the established individual target will earn a score of 15 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached example of the general process: "HCS Local Measures of Achievement with Individual Group Targets".

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

(No response)

3.13) HEDI Tables or Graphics

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

3.14) Locally Developed Controls

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

No controls.

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.

Any teacher for whom there are multiple scores for the locally selected measures, the teacher's single HEDI score will be weighted proportionally based on the number of students included in each LAT to provide a "final" local achievement measures score.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, July 02, 2012

Updated Wednesday, July 18, 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]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Early Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	(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.

See attached document: "HCS Other Measures of Teacher Effectiveness"

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/5091/147900-eka9yMJ855/HCS Other Measures of Teacher Effectiveness.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.	See attached document.
Effective: Overall performance and results meet NYS Teaching Standards.	See attached document.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See attached document.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See attached document.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

- Both

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

-
- Both
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Monday, July 02, 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
Effective	57-58
Developing	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, July 02, 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/5265/147907-Df0w3Xx5v6/HCS Teacher Improvement Plan 2012-13.doc](assets/survey-uploads/5265/147907-Df0w3Xx5v6/HCS%20Teacher%20Improvement%20Plan%202012-13.doc)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following is an excerpt from our negotiated APPR plan:

Appeals concerning a teacher's performance review must be filed no later than fifteen (15) school days of the date when the teacher receives it. A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent or his/her designee, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or

written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. Under this appeals process the teacher bears the burden of proving by substantial evidence the merits of his or her appeal. The decision will be rendered by the Superintendent of School's or the Superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such cases, the Board of Education will appoint another person to decide the appeal.

The Superintendent or his or her designee shall issue a written decision on the merits of the appeal no later than fifteen (15) school days from the date when the teacher filed his or her appeal. The decision of the Superintendent or the Superintendent's designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal.

Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) school days of the alleged failure of the District to comply with such requirements

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 superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Such training will ensure and maintain inter-rater reliability of evaluators over time. All evaluators will be in compliance with HCS & HTA contract Section 9; Part B, #3 "The formal observation of said teacher shall be done by the Building Principal, Superintendent, Assistant Principal, Assistant Superintendent or Director of Special Education (who is credentialed to evaluate)." This shall also include informal observations.

Lead evaluator training will include training on:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

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 Thursday, July 05, 2012

Updated Friday, October 19, 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-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Given the grade-level configurations in the two schools within our district (Pre-K - 6 and 7-12), it is unlikely that the SLO process will need to be utilized for a principal. However, the attached information below identifies the process/scoring that will be utilized for a principal if one or more SLOs are needed. .
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached.

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

assets/survey-uploads/5365/148843-lha0DogRNw/HCS Principal Growth on State Assessments 2012-13_2.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: 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 Thursday, July 05, 2012

Updated Friday, October 26, 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-6	(d) measures used by district for teacher evaluation	NYS Grade 3 ELA Assessment and NYS Grade 3 Math Assessment
7-12	(d) measures used by district for teacher evaluation	NYS Regents exams (all exams with a 2x weighting of the 5 gate exams - see attachment)

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.	See the attached document for the HEDI scoring bands that will be utilized in this section.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached. A principal that meets the identified LAT will earn a score of 12/15 points, respectively.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached.

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/5366/148834-qBFVOWF7fC/HCS Principal Local Achievement Targets_3.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
Not Applicable		

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls.

8.4) Principals with More Than One Locally Selected Measure

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

For principals with more than one (1) locally selected measure, the scores (0-15) for meeting each target will be weighted proportionally to the number of students covered by each assessment to provide a "final" local score (0-15).

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 Thursday, July 05, 2012

Updated Friday, October 19, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Please see attached.

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/5143/148841-pMADJ4gk6R/HCS Principal Other Measures Score 2012-13_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 standards.	To be rated highly effective, a principal must achieve an average score of 3.5-4 on the rubric utilized for the "other measures subcomponent". This will earn the principal a score of 59 or 60 points, consistent with the attached conversion table.
Effective: Overall performance and results meet standards.	To be rated effective, a principal must achieve an average score of 2.5-3.4 on the rubric utilized for the "other measures subcomponent". This will earn the principal a score of 57 or 58 points, consistent with the attached conversion table.
Developing: Overall performance and results need improvement in order to meet standards.	To be rated developing, a principal must achieve an average score of 1.5-2.4 on the rubric utilized for the "other measures subcomponent". This will earn the principal a score of 50-56 points, consistent with the attached conversion table.
Ineffective: Overall performance and results do not meet standards.	To be rated ineffective, a principal must achieve an average score of 1.0-1.4 on the rubric utilized for the "other measures subcomponent". This will earn the principal a score of 0-49 points, consistent with the attached conversion table.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, July 05, 2012

Updated Thursday, October 18, 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 growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, July 05, 2012

Updated Friday, October 19, 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/5276/148833-Df0w3Xx5v6/HCS Principal Improvement Plan.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Harpursville Central School
APPR
Principal Appeal Process*

RATINGS THAT MAY BE APPEALED:

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

CHALLENGES IN AN APPEAL:

An appeal may be initiated under Education Law §3012-c for the following subjects:

- 1. the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- 2. the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 4. the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIME FRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the principal receives his or her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 days of issuance of such plan. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. When filing an appeal, the principal must submit a detailed 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 and any additional documents or materials relevant to the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. An extension of the time in which to appeal may be granted by the superintendent upon written request.

TIMEFRAME FOR DISTRICT RESPONSE

Within 15 calendar days of receipt of an appeal, the school district who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the principal's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered 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 any and all additional information submitted with the response, at the same time the school district files its response.

DECISION PROCESS FOR APPEAL

A decision shall be rendered by the Superintendent or the Superintendent's designee, unless an alternative plan is mutually agreed upon by the parties.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 15 calendar days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any

documentary evidence accompanying the appeal, as well as the school district or BOCES' response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

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, except as otherwise authorized by law.

OTHER

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

2. 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.

Harpursville Central School

APPR

Training and Certification of Lead Evaluators

The lead evaluator is the primary person responsible for conducting and completing a principal's evaluation. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible, the lead evaluator of a principal should be the superintendent or his/her designee. Districts are responsible for lead evaluator certification.

An evaluator is any individual who conducts an evaluation of a principal, including any person who conducts an observation or assessment as part of a principal evaluation. For principals, an evaluator must be the building principal's supervisor or a trained independent evaluator or a trained administrator.

All evaluators must be appropriately trained before conducting an evaluation, but only lead evaluators need to be certified to conduct evaluations. Districts will be required to describe in their APPR plan the duration and nature of the training they provide to evaluators and lead evaluators and their process for certifying lead evaluators. Districts are responsible for lead evaluator certification. The regulation authorizes a certified school administrator to conduct observations or school visits as part of the APPR prior to completion of evaluator training, so long as he or she becomes properly certified to conduct evaluations prior to the completion of the evaluation. Lead evaluators must also be periodically recertified to ensure inter-rater reliability. Any individual who fails to achieve required training or certification or re-certification, as applicable, by a school district or BOCES shall not conduct or complete an evaluation.

For the purposes of this agreement, the parties agree to the following provisions regarding lead evaluator training and certification as it applies to the evaluation of a principal:

- The lead evaluator of a principal will be recertified by the district at least annually, ensuring that inter-rater reliability is a component of the recertification process.*
- The lead evaluator will attend training on an annual basis and the district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes.*

Section 30-2.9 of the Rules of the Board of Regents provides that, in order to be certified as lead evaluators, administrators must be trained in the following nine elements:

- 1. NYS Teaching Standards, and their related elements and performance indicators or ISLLC standards and their related functions;*

2. Evidence-based observation techniques grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model;
4. Application and use of approved teacher or principal practice 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's 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. 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 principals' overall rating and their subcomponent ratings; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, July 02, 2012

Updated Friday, November 02, 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/5581/147920-3Uqgn5g9Iu/HCS Joint Certification Signature Sheet \(3\).pdf](assets/survey-uploads/5581/147920-3Uqgn5g9Iu/HCS Joint Certification Signature Sheet (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.

Harpursville Central School
State Provided Growth Measures or Other Comparable Measures
Example of HEDI Scoring

20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model). Student growth means the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment or other comparable measure and compares each student's performance to that of similarly achieving students. Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control.

Data that are provided by SED will provide the number of points (out of the possible 20 or 25) toward the composite score a teacher will be awarded for the student growth portion. The state will assign a score of 0-20 points (or 0-25 points) for this subcomponent, which will contribute to the educator's composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in regulation. Scoring bands for the value-added model will need to be added to this agreement when they are made available from the State.

A State Provided Growth measure (SPG) will be utilized when provided for the teacher by the state (4-8 ELA and Math). For all other teachers, K-12, Student Learning Objectives (SLO) consistent with regulatory language will be written. While it is recognized that it is the district's responsibility to provide the teacher with the SLO, it is expected that this process will be completed cooperatively between the teacher and their Principal or their designee. The SLO will be the same within grade levels and courses, as applicable. A student learning objective (SLO) will be utilized in the goal development process and will identify how progress will be measured as well as the level of mastery that is expected. Principals will assess the teacher's evidence of student learning at year end using the state scoring guidelines.

For classroom teachers who teach one of the core subjects (English language arts, math, science, and social studies) that lead to a Regents examination or other state assessment, the

student growth goal-setting process will be used with a State assessment, if one exists. If State assessments/Regents examinations do not exist for these subjects/ grade levels, districts or BOCES must measure student growth based on the State determined goal-setting process with an approved student assessment that is rigorous and comparable across classrooms. Similarly, for non-core subject areas in which there is no growth data provided by the state, the state-determined, district-wide growth goal setting process will be employed as described by SED.

Regardless of the course, if the classroom teacher must develop one or more SLOs, then the goal-setting process will include the use of baseline data which will be accumulated through, at a minimum, a course-specific pre-assessment that was regionally developed in cooperation with Broome-Tioga BOCES. In addition, baseline data could include prior academic data on each student (state test scores, final grade for previous courses, prior Regents exam scores, etc.). Taking the baseline data and other applicable data on each student into consideration, the teacher and the principal will agree on individual student growth targets. These targets will be recorded on a class roster. The manner in which the targets are set will be dependent on the course and the nature of the baseline data. For example, in some cases, a teacher will separate their class into three performance levels based on their pre-assessment/baseline data. The top one-third will have a growth target of 85% or better on their post-assessment, the middle-third will have a growth target of 75% or better on their post-assessment, and the bottom-third will have a growth target of 65% or better on their post-assessment. In other cases where the baseline data is more erratic, per student growth targets will be set to promote the growth of each student. Such growth targets will be unique to the student and will be set based on our holistic knowledge of the student. Both the teacher and principal must “sign off” on the growth targets indicating their agreement with the rigor of the target for each student. Lastly, our scoring band indicates that in order to earn 15 of 20 points in this section, the teacher must have 80% of their students meet their individual growth target.

The following scoring band will be utilized for determining the number of points earned by a teacher for each SLO that is written. Consistent with regulatory requirements, 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.

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

EXAMPLE:

The following is an example of a SLO that utilizes the identified scoring bands:

Population	Spanish II Class; all 30 students																				
Learning Content	New York State Learning Standards for Languages Other Than English (LOTE)																				
Interval	SY 2012-13 (1 year)																				
Evidence	<ol style="list-style-type: none"> Spanish 1 summative assessment results from students in 2011-12 District-wide pre-assessment administered at the beginning of the school year. District-wide summative assessment administered at the end of the school year. 																				
Baseline	<ol style="list-style-type: none"> All students had 2011-12 Spanish 1 results that demonstrated scores of proficient or higher in all basic vocabulary and grammar Scores ranged from 6%-43% on the Spanish II district-wide diagnostic assessment. 																				
Target	80% of students will demonstrate mastery of the Spanish II performance indicators, as measured by the district's summative assessment in May 2012, by scoring at least 75%.																				
HEDI Scoring	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100%	97-98%	95-96%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%
Rationale	Previous work in Spanish I focused on basic vocabulary and grammar, and building preliminary oral skills. The diagnostic assessment is heavily focused on more advanced writing and reading skills, which are essential components of the Spanish curriculum. Spanish II requires students to build on their learning from Spanish I in order to acquire mastery in these areas and to be prepared for Spanish III. Since all students completed Spanish I having achieved basic proficiency levels, I am confident they will achieve 80% mastery or above on at least 75% of the Spanish II materials.																				

Explanation of determining the score a teacher would earn in this example:

If the teacher meets their target of 80% of the students achieving a 75% or better on their summative assessment, then the teacher will earn 15 points (effective). If, for example, only 68% of the students earned a score of 75% or better on the summative assessment, then the teacher would earn 12 points.

Part III: Locally Selected Student Achievement Measures

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). Selection of the local measure or measures to be used by the school district shall be determined through collective bargaining. This measure will be review annually to ensure that it meets the aforementioned purpose for the APPR.

Should the parties mutually agree to use student results on the state assessments to determine the locally-selected measure of student achievement there are only 3 options allowable. (1) Change the percentage of a teacher's students who achieve a specific level of performance compared to student levels last year. (e.g., a 3% percentage point increase in students earning the proficient level score of 3 or better than the same students earned on similar test last year.) (2) Teacher specific growth score computed by SED based on the percent of the teacher's students earning a State determined level of growth. (3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments.

For purposes of this section:

The APPR committee will recommend to the superintendent the mechanism for determining the student achievement portion of the composite effectiveness rating. The mechanism will be the same across subjects and/or grade levels within the district. Accompanying each recommended assessment will be a recommended scoring mechanism that will identify the relationship between achievement on the test and the translation to the subcomponent composite scoring ranges.

Local Measures of Achievement 20%/15%

Each teacher will have the option to choose a local measure of achievement that is individual to the teacher and their courses or the teacher can choose a group-wide target. The local measure that is chosen will be the same for all teachers across the same grade-level and subject (ex. All first grade teachers must choose the same option/measure).

Each teacher's local achievement target will be developed cooperatively by the teacher and the principal to ensure the target goals meet classroom-level, grade-level, building-wide, and/or District goals. Teachers opting for the group-wide target must have pre-approval by the Principal; however, the principal may not mandate the teacher of record set building-wide target goals.

For an individual local achievement target, the assessment that is used for the growth score of a teacher for a course will be the same assessment that is used for the local achievement measures score. Given that the assessment used for both the growth measures and local measures areas are the same assessment, be assured that the measure that is applied to the growth 20%/25% and the local 20%/15% will be different.

The local achievement target setting must be selected and completed no later than October 15th of each year, unless an alternative date is mutually agreed upon by the teacher and the Principal or their designee.

HEDI Bands/Scoring for Local Measures of Achievement

Individual Teacher’s Local Achievement Target Option for K-2, Teachers of Grades 7-8 Subjects Other Than ELA & Math, K-12 Special-Area Teachers, 9-12 Content Area Teachers

The parties agree that meeting the targets that are set for local achievement target (LAT) or local 20%, independently, will earn a teacher score of fifteen (15) for that component area. For teachers with more than one (1) LAT, the scores for meeting each target will be weighted proportionately based on the number of students included in each LAT to provide a “final” local achievement score.

HEDI Scoring Band for Local Measures 20 points

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

The following is an example of the manner in which the teacher and principal will cooperatively identify the target and the resulting scoring bands.

EXAMPLE

GOAL: 75% of students, including special populations, will score a _____% or better on their post-assessment. (***)percentage is determined by using pre-assessment data and through the mutual agreement of the teacher and principal)

The associated scoring band and HEDI continuum for this option is as follows:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

Grades 3-6 ELA & Math: Individual Teacher Local Achievement Target Option

A teacher choosing this option will utilize the state test data consistent with teacher of record rules. The performance data utilized to determine the LAT score for the teacher will be the sum of the students scoring in level 2, 3, and 4 [(level 2 + level 3 +level 4)/total # of students that wrote the assessment for the teacher]. Where applicable (grade 4), a teacher’s final local measures score will be weighted proportionately to the number of students that took each ELA or math exam.

The associated scoring band and HEDI continuum for this option is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	80-84%	75-79%	68-74%	60-67%	52-59%	46-51%	40-45%	34-39%	28-33%	22-27%	15-21%	8-14%	0-7%

Grades K-6 Teachers: Group-Wide Target Option

The group-wide target option will use the average of the past 3 years of the 3-6 ELA and Math proficiency data as a baseline. The group-wide target will be set cooperatively between the District and the Harpursville Teachers’ Association.

For the 2012-13 school year, the baseline is an average proficiency rate of 50.5% and the target will be to increase the average proficiency rate for all of the 3-6 ELA and Math assessments by 1.5% to 52%. The associated scoring band and HEDI continuum is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92-100%	79-91%	66-78%	60-65%	53-59%	52%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	36-39%	32-35%	28-31%	24-27%	20-23%	15-19%	10-14%	5-9%	0-4%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
70-100%	61-69%	53-60%	52%	49-51%	46-48%	43-45%	40-42%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

Specials-area teachers that choose the group-wide target option must exercise the group-wide target that is associated with the grade-levels that the majority of their students are from.

Grades 7-8 ELA & Math: Individual Teacher Local Achievement Target Option

A teacher choosing this option will utilize the state test data consistent with teacher of record rules. The performance data utilized to determine the LAT score for the teacher will be the sum of the students scoring in level 2, 3, and 4 [(level 2 + level 3 +level 4)/total # of students that wrote the assessment for the teacher].

The associated scoring band and HEDI continuum for this option is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective							Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
96-100%	91-95%	85-90%	80-84%	75-79%	68-74%	60-67%	52-59%	46-51%	40-45%	34-39%	28-33%	22-27%	15-21%	8-14%	0-7%	

Grades 7-8 Teachers: Group-Wide Target Option

The group-wide target option will use the average of the past 3 years of the 7-8 ELA and Math proficiency data as a baseline. The group-wide target will be set cooperatively between the District and the Harpursville Teachers’ Association.

For the 2012-13 school year, the baseline is an average proficiency rate of 48.5% and the target will be to increase the average proficiency rate for all of the 7-8 ELA and Math assessments by 1.5% to 50%. The associated scoring band and HEDI continuum is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective										Developing					Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92-100%	79-91%	66-78%	58-65%	51-57%	50%	49%	48%	46-47%	44-45%	42-43%	40-41%	36-39%	32-35%	28-31%	24-27%	20-23%	15-19%	10-14%	5-9%	0-4%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective							Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
70-100%	61-69%	51-60%	50%	48-49%	46-47%	43-45%	40-42%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%	

Specials-area teachers that choose the group-wide target option must exercise the group-wide target that is associated with the grade-levels that the majority of their students are from.

9-12 Grade Teachers – All Subjects: Group-Wide Target

The group-wide target will use the average passing rate (65%-100%) for the past 3 years of the Regents exam data as a baseline. The passing rate (65%-100%) for the Regents exams (Global History and Geography, US History and Government, Integrated Algebra, Geometry, Algebra 2 & Trigonometry, Living Environment, Earth Science, Chemistry, Physics, Comprehensive English) will be used as the baseline data. The five gate exams (Global History and Geography, US History and Government, Integrated Algebra, Living Environment, and Comprehensive English) will be weighted two times the other Regents exams in determining the baseline average passing rate. The group-wide target will be set cooperatively between the District and the Harpursville Teachers’ Association.

For the 2012-13 school year, the baseline is an average passing rate of 83% and the target will be to increase the average passing rate for all of the identified Regents assessments by 2% to a weighted passing rate of 85% for all Regents exams.

The scoring band for this group-wide target will be as follows:

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	93-95%	90-92%	86-89%	85%	81-84%	77-80%	73-76%	69-72%	65-68%	61-64%	56-60%	49-55%	42-48%	35-41%	28-34%	21-27%	14-20%	7-13%	0-6%

Part III: Locally Selected Student Achievement Measures

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). Selection of the local measure or measures to be used by the school district shall be determined through collective bargaining. This measure will be review annually to ensure that it meets the aforementioned purpose for the APPR.

Should the parties mutually agree to use student results on the state assessments to determine the locally-selected measure of student achievement there are only 3 options allowable. (1) Change the percentage of a teacher's students who achieve a specific level of performance compared to student levels last year. (e.g., a 3% percentage point increase in students earning the proficient level score of 3 or better than the same students earned on similar test last year.) (2) Teacher specific growth score computed by SED based on the percent of the teacher's students earning a State determined level of growth. (3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments.

For purposes of this section:

The APPR committee will recommend to the superintendent the mechanism for determining the student achievement portion of the composite effectiveness rating. The mechanism will be the same across subjects and/or grade levels within the district. Accompanying each recommended assessment will be a recommended scoring mechanism that will identify the relationship between achievement on the test and the translation to the subcomponent composite scoring ranges.

Local Measures of Achievement 20%/15%

Each teacher will have the option to choose a local measure of achievement that is individual to the teacher and their courses or the teacher can choose a group-wide target. The local measure that is chosen will be the same for all teachers across the same grade-level and subject (ex. All first grade teachers must choose the same option/measure).

Each teacher's local achievement target will be developed cooperatively by the teacher and the principal to ensure the target goals meet classroom-level, grade-level, building-wide, and/or District goals. Teachers opting for the group-wide target must have pre-approval by the Principal; however, the principal may not mandate the teacher of record set building-wide target goals.

For an individual local achievement target, the assessment that is used for the growth score of a teacher for a course will be the same assessment that is used for the local achievement measures score. Given that the assessment used for both the growth measures and local measures areas are the same assessment, be assured that the measure that is applied to the growth 20%/25% and the local 20%/15% will be different.

The local achievement target setting must be selected and completed no later than October 15th of each year, unless an alternative date is mutually agreed upon by the teacher and the Principal or their designee.

HEDI Bands/Scoring for Local Measures of Achievement

Individual Teacher’s Local Achievement Target Option for K-2, Teachers of Grades 7-8 Subjects Other Than ELA & Math, K-12 Special-Area Teachers, 9-12 Content Area Teachers

The parties agree that meeting the targets that are set for local achievement target (LAT) or local 20%, independently, will earn a teacher score of fifteen (15) for that component area. For teachers with more than one (1) LAT, the scores for meeting each target will be weighted proportionately based on the number of students included in each LAT to provide a “final” local achievement score.

HEDI Scoring Band for Local Measures 20 points

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

The following is an example of the manner in which the teacher and principal will cooperatively identify the target and the resulting scoring bands.

EXAMPLE

GOAL: 75% of students, including special populations, will score a _____% or better on their post-assessment. (***)percentage is determined by using pre-assessment data and through the mutual agreement of the teacher and principal)

The associated scoring band and HEDI continuum for this option is as follows:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

Grades 3-6 ELA & Math: Individual Teacher Local Achievement Target Option

A teacher choosing this option will utilize the state test data consistent with teacher of record rules. The performance data utilized to determine the LAT score for the teacher will be the sum of the students scoring in level 2, 3, and 4 [(level 2 + level 3 +level 4)/total # of students that wrote the assessment for the teacher]. Where applicable (grade 4), a teacher’s final local measures score will be weighted proportionately to the number of students that took each ELA or math exam.

The associated scoring band and HEDI continuum for this option is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	80-84%	75-79%	68-74%	60-67%	52-59%	46-51%	40-45%	34-39%	28-33%	22-27%	15-21%	8-14%	0-7%

Grades K-6 Teachers: Group-Wide Target Option

The group-wide target option will use the average of the past 3 years of the 3-6 ELA and Math proficiency data as a baseline. The group-wide target will be set cooperatively between the District and the Harpursville Teachers’ Association.

For the 2012-13 school year, the baseline is an average proficiency rate of 50.5% and the target will be to increase the average proficiency rate for all of the 3-6 ELA and Math assessments by 1.5% to 52%. The associated scoring band and HEDI continuum is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92-100%	79-91%	66-78%	60-65%	53-59%	52%	50-51%	48-49%	46-47%	44-45%	42-43%	40-41%	36-39%	32-35%	28-31%	24-27%	20-23%	15-19%	10-14%	5-9%	0-4%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
70-100%	61-69%	53-60%	52%	49-51%	46-48%	43-45%	40-42%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

Specials-area teachers that choose the group-wide target option must exercise the group-wide target that is associated with the grade-levels that the majority of their students are from.

Grades 7-8 ELA & Math: Individual Teacher Local Achievement Target Option

A teacher choosing this option will utilize the state test data consistent with teacher of record rules. The performance data utilized to determine the LAT score for the teacher will be the sum of the students scoring in level 2, 3, and 4 [(level 2 + level 3 +level 4)/total # of students that wrote the assessment for the teacher].

The associated scoring band and HEDI continuum for this option is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	91-95%	85-90%	80-84%	75-79%	70-74%	66-69%	62-65%	58-61%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective							Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
96-100%	91-95%	85-90%	80-84%	75-79%	68-74%	60-67%	52-59%	46-51%	40-45%	34-39%	28-33%	22-27%	15-21%	8-14%	0-7%	

Grades 7-8 Teachers: Group-Wide Target Option

The group-wide target option will use the average of the past 3 years of the 7-8 ELA and Math proficiency data as a baseline. The group-wide target will be set cooperatively between the District and the Harpursville Teachers’ Association.

For the 2012-13 school year, the baseline is an average proficiency rate of 48.5% and the target will be to increase the average proficiency rate for all of the 7-8 ELA and Math assessments by 1.5% to 50%. The associated scoring band and HEDI continuum is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective										Developing					Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92-100%	79-91%	66-78%	58-65%	51-57%	50%	49%	48%	46-47%	44-45%	42-43%	40-41%	36-39%	32-35%	28-31%	24-27%	20-23%	15-19%	10-14%	5-9%	0-4%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective							Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
70-100%	61-69%	51-60%	50%	48-49%	46-47%	43-45%	40-42%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%	

Specials-area teachers that choose the group-wide target option must exercise the group-wide target that is associated with the grade-levels that the majority of their students are from.

9-12 Grade Teachers – All Subjects: Group-Wide Target

The group-wide target will use the average passing rate (65%-100%) for the past 3 years of the Regents exam data as a baseline. The passing rate (65%-100%) for the Regents exams (Global History and Geography, US History and Government, Integrated Algebra, Geometry, Algebra 2 & Trigonometry, Living Environment, Earth Science, Chemistry, Physics, Comprehensive English) will be used as the baseline data. The five gate exams (Global History and Geography, US History and Government, Integrated Algebra, Living Environment, and Comprehensive English) will be weighted two times the other Regents exams in determining the baseline average passing rate. The group-wide target will be set cooperatively between the District and the Harpursville Teachers’ Association.

For the 2012-13 school year, the baseline is an average passing rate of 83% and the target will be to increase the average passing rate for all of the identified Regents assessments by 2% to a weighted passing rate of 85% for all Regents exams.

The scoring band for this group-wide target will be as follows:

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	93-95%	90-92%	86-89%	85%	81-84%	77-80%	73-76%	69-72%	65-68%	61-64%	56-60%	49-55%	42-48%	35-41%	28-34%	21-27%	14-20%	7-13%	0-6%

Harpursville Central School
Other Measures of Teacher Effectiveness
HEDI Scoring

Sixty (60) points of a teacher's composite effectiveness score shall be based on multiple measures. Such measures shall be aligned with the New York State Teaching standards. A teacher's performance under this subcomponent must be assessed based on a teacher practice (rubric) approved by SED. The same (rubric) shall be used for all classroom teachers across the district.

The APPR Committee has agreed to use Charlotte Danielson's *The Framework for Teaching (2011 Revised Edition)* as the rubric to evaluate a teacher's performance for sixty (60) points of the APPR composite score of one hundred (100). The rubric can be found in the appendix, labeled WW.

Observation Criteria

Forty (40) points out of sixty (60) points will be scored from Teacher Observations.

- There shall be at least two (2) observations of a teacher during the school year, one announced/formal, and one unannounced/informal.
- Each non-tenured teacher will have his/her first formal observation by November 15th of each school year.
- Each tenured teacher will have his/her first formal observation by the end of 25 weeks of each school year.
- One observation shall be an extended formal observation (approx. 40 minutes in length). Said evaluator will record evidence of teaching effectiveness during the observation. This observation will include a pre-observation conference with the evaluator. Evidence from the *Framework for Teaching* rubric Domain components that may not be readily observed may be presented during this pre-observation conference.
- Written/typed feedback from the formal evaluation will be received from the evaluator within ten (10) school days following the observation. The evaluator's complete written/typed evidence-based record of the observation will be available to the teacher for review.

The opportunity for a post-observation conference may be requested by either the teacher or evaluator for any observation format used. Said post-conference will be scheduled in a timely manner. The teacher may, at this time, present evidence of teacher effectiveness from any of the rubric domain components that has not been observed by the evaluator.

The remaining observation(s) to compile evidence of teacher effectiveness according to rubric standards can be one or more of the following:

- Extended formal observation (approx. 40 minutes)(Appendix E-M)
- Informal (unannounced) observation(s) (at least 5 min. in length); evaluator to use a specified form for the evaluation (Appendix N).
- A formal video-taping of a full-length lesson or section of a lesson. Submission and video-taping require collaborative agreement between teacher and administrator and must be uninterrupted and unedited.

Evidence from informal observations will be gathered on a specified committee approved form. Evaluators will be looking for evidence of teacher effectiveness from the rubric. Evaluators will give teachers feedback from the informal observation within 24 hours of such observation. A check mark (✓) on the form will indicate that a specific domain component has been at least effectively observed. This form will be made available to the teacher upon request or by other means available as technology can comply.

Other Evidence

The remaining twenty (20) points of the sixty (60) points toward the composite one-hundred (100) points will be scored based on the following.

Teacher Goal Proposal (Appendix B-C)	5 points
Evidence that demonstrates growth (Appendix Q)	5 points
Analysis of student work (Appendix Q)	5 points
Professional Review of Student Work (Appendix Q)	5 points

Scoring Methodology for the 60% Teacher Effects

Each teacher will receive a HEDI rating (1 to 4) for each Danielson domain component which will be averaged into a rating for each domain. Then, an average score for the rubric will be determined and this average will comprise 40 of the 60 points or two-thirds (2/3) of the points possible for the “Other Measures” area. Each teacher will receive a score of 0 - 4 for the other evidence component of this section. This score will comprise 20 of the 60 or one-third (1/3) of the points possible for the “Other Measures” area. The sum of the scores from the rubric and the other evidence, weighted 2/3 and 1/3 respectively, will be utilized to determine a rating that will convert to a final Other Measures score using the table found in Appendix P.

Scoring Chart

Assessment of Teacher Effectiveness	Observation /Evidence	
<u>Category</u>	<u>Scores</u>	
Domain 1 Planning and Preparation (1 a-f)	_____/6 = ____	1
Domain 2 The Classroom Environment (2 a-e)	_____/5 = ____	2
Domain 3 Instruction (3 a-e)	_____/5 = ____	3
Domain 4 Professional Responsibilities (4 a-f)	_____/6 = ____	4
Average of the 4 domain scores (line 1+line 2+line 3+ line 4)/4		5
WEIGHTED RUBRIC SCORE [line 5 x 2/3] (40 out of 60 pts.)		6
Other Evidence (20 points possible) 5 points = scale 1 10 points = scale 2 15 points = scale 3 20 points = scale 4	____ (Scale 0-4)	7
WEIGHTED OTHER EVIDENCE SCORE [line 7 x 1/3] (20 out of 60 pts.)		8
Other Measures Raw Score [line 6 + line 8]		9
60% Other Measures of Teacher Effectiveness Score [using line 9 and conversion table-appendix P)		10
20% Local Achievement Measures		11
20% State-Provided/SLO Assessment Growth Score		12
TOTAL COMPOSITE SCORE: [line 10 + line 11 + line 12]		
HEDI Rating:		

APPENDIX P: CONVERSION TABLE

Other Measures of Teacher Effectiveness

Other Measures Raw Score	Conversion to HEDI Score
Ineffective (0-49)	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24

1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing (50-56)	
1.5	50
1.6	50.7

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

Harpurville Central School Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator _____

[Teacher Association Representative _____]

Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them:

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher yes no

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet _____ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature _____

Date _____

Teacher's Signature _____ Date _____

Meeting Dates				
----------------------	--	--	--	--

Meeting Date: _____

Evaluator Comments:

Teacher Comments:

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

SECTION VI: IMPROVEMENT PLAN

Harpursville Central School

Principal Improvement Plan (PIP)

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting. Other meetings may occur, as needed.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Harpursville Central School
APPR
Principal Improvement Plan (PIP)

Name of Principal _____ Academic Year _____

School Building _____

Evaluator's Name _____ Date _____

Identify the deficiency area that promulgated the "ineffective" or "developing" performance rating and the associated improvement goal/outcome:

Area in Need of Improvement Goal/Outcome	Improvement

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Meeting Dates				
----------------------	--	--	--	--

Meeting Date: _____

Evaluator Comments:

Principal Comments:

Meeting Date: _____

Evaluator Comments:

Principal Comments:

Attach additional sheets, as necessary, for other meetings to discuss PIP.

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. The summary must clearly indicate whether the Principal has met the goals of the PIP or has not met the goals of the PIP in which case additional steps should be outlined by the Superintendent.

Evaluator's Signature _____ Date _____

Principal's Signature _____ Date _____

Principal's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator. The Principal shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

SECTION IV: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

Harpursville Central School

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will identify the principal's performance level for each item in the rubric, using a holistic approach. The average score for the principal's performance level will be determined and a HEDI rating shall then be determined on the rubric, using the conversion chart below.

Name of Principal _____ School Year _____

Domain/Subdomain	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	
Domain 1: Shared Vision of Learning					
Culture					
Sustainability					
Domain 2: School Culture and Instructional					
Culture					
Instructional Program					
Capacity Building					
Sustainability					
Strategic Planning Process					
Domain 3: Safe, Efficient, Effective Learning					
Capacity Building					
Culture					
Sustainability					
Instructional Program					
Domain 4: Community					
Strategic Planning Process: Inquiry					
Culture					
Sustainability					
Domain 5: Integrity, Fairness, Ethics					
Sustainability					
Culture					
Domain 6: Political, Social, Economic, Legal and					
Sustainability					
Culture					
					SUM
TOTAL POINTS (each column)					=
AVERAGE # OF POINTS (sum/18)					
HEDI "Other Measures" rating (from table below)					

Conversion Table: Rubric Score to Composite Score

Total Average Rubric Score	Conversion Score for Composite
Ineffective (0-49)	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25

1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49
Developing (50-56)	
1.5	50
1.6	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	57
2.9	57
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	59
3.8	60
3.9	60
4	60

SECTION III: LOCAL MEASURES OF STUDENT ACHIEVEMENT (15 OR 20 POINTS)

Harpursville Central School

Local Achievement Measures for Principals (15 PTS. OR 20 PTS.)

PRINCIPAL: _____

YEAR: _____

CHECK ONE TOTAL: ___15 PTS.* Or ___20 PTS.**

*15 points if principal received a SPG score/value-added score

**20 points if principal does not get a SPG score.

The principal and superintendent shall mutually agree upon Local Achievement Targets, identifying the components below. All locally-selected measures for a principal must be different than any measures used for the State-Provided Growth or Other Comparable Measures subcomponent. One sheet should be completed for each LAT and must include:

- The Local Achievement Target
- Assessment(s) used to measure achievement
- The associated scoring methodology and HEDI scoring bands

In general, the parties agree that for each measure mutually agreed upon by the principal and the superintendent, the number of points earned on the HEDI scale for meeting the identified target will be 15 out of 20 points or 12 out of 15 points, as appropriate for the data and respective to the existence of a value-added model. In some cases (i.e. graduation rate), the data may simply be distributed along a continuum and the scoring bands will be distributed such that each point is possible from 0 to 20 (no value-added) or 0 to 15 (with value-added). Such scoring bands will be mutually agreed upon between the principal and the superintendent. In addition, consistent with regulatory language, if more than one LAT is written, the principal's final score for this section will be determined by proportionally weighting the points earned for each LAT by the number of students affected by each LAT.

The following scoring bands are mutually agreed upon for the cases in which there is no specific target (i.e. graduation rate, percent of proficiency on 3-8 ELA/math assessments):

Other Information Related to Target Setting and the Examinations Used

For the K-6 Principal, the following target and associated HEDI scoring band will be utilized for the 2012-2013 school year:

The local achievement target for the K-6 Principal is as follows: “80% of the students will meet or exceed their individual target on the NYS Grade 3 ELA Assessment and the NYS Grade 3 Math Assessment”. The student targets were cooperatively set between the teacher and the principal and these are the same targets and data that apply to the teachers in their local measures of achievement. All grade 3 students that take each respective NYS Grade 3 exam and for whom there was a target set at the start of the school year using pre-assessment data will be included for determining the Principal’s final local measures of achievement score.

The associated scoring band and HEDI continuum for this option is as follows:

<i>No Value-Added (20-point HEDI scale)</i>																				
Highly Effective			Effective								Developing						Ineffective			
20	19	18	17	16	<u>15</u>	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	97-98%	95-96%	90-94%	85-89%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	9-14%	0-8%

Upon the implementation of a value-added system, the local measures will change to include 15% of the total points for an individual’s evaluation. In this case, the HEDI scoring bands will be as follows:

<i>With Value-Added (15-point HEDI scale)</i>																
Highly Effective		Effective						Developing					Ineffective			
15	14	13	<u>12</u>	11	10	9	8	7	6	5	4	3	2	1	0	
96-100%	91-95%	85-90%	80-84%	75-79%	70-74%	65-69%	60-64%	52-59%	44-51%	36-43%	28-35%	20-27%	15-19%	9-14%	0-8%	

For the 7-12 Principal, the following target and associated HEDI scoring band will be utilized for the 2012-2013 school year:

A weighted average passing rate on all of the Regents exams taken in the high school in June of 2013. This will be calculated in a manner consistent with an option that is available to the teachers. This target will use the average passing rate for the past 3 years of the Regents exam

data as the baseline data. The five gate exams (Global History and Geography, US History and Government, Integrated Algebra, Living Environment, and Comprehensive English) will be weighted two times the other Regents exams (Geometry, Algebra 2 & Trigonometry, Earth Science, Chemistry, Physics) in determining the baseline average passing rate. The group-wide target will be set cooperatively between the District and the Harpursville Teachers' Association.

For the 2012-13 school year, the baseline is an average passing rate of 83% and the target will be to increase the average passing rate for all of the identified Regents assessments by 2% to a weighted passing rate of 85% for all Regents exams.

The associated scoring band and HEDI continuum for this option is as follows:

No Value-Added (20-point HEDI scale)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	93-95%	90-92%	86-89%	85%	81-84%	77-80%	73-76%	69-72%	65-68%	61-64%	56-60%	49-55%	42-48%	35-41%	28-34%	21-27%	14-20%	7-13%	0-6%

With Value-Added (15-point HEDI scale)

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	86-90%	85%	78-84%	70-77%	61-69%	52-60%	46-51%	40-45%	34-39%	28-33%	22-27%	15-21%	8-14%	0-7%

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)

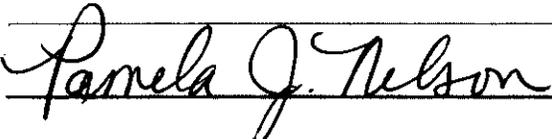
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

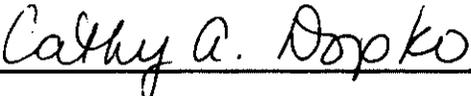
Superintendent Signature: Date:

 11/2/12

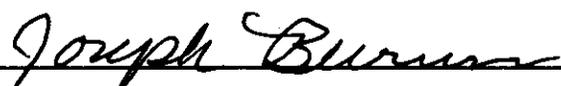
Teachers Union President Signature: Date:

 11/2/12

Administrative Union President Signature: Date:

 11/2/12

Board of Education President Signature: Date:

 11/2/12