



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

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Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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January 7, 2013

Deborah Haab, Superintendent  
Highland Central School District  
320 Pancake Hollow Road  
Highland, NY 12528

Dear Superintendent Haab:

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: Charles Khoury

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 Saturday, July 07, 2012

Updated Thursday, December 20, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 620803040000

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

*620803040000*

#### 1.2) School District Name: HIGHLAND CSD

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

*HIGHLAND CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Saturday, July 07, 2012

Updated Friday, December 28, 2012

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### 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	Grade K ELA Highland-developed Common Core Summative Assessment
1	District, regional, or BOCES-developed assessment	Grade 1 ELA Highland-developed Common Core Summative
2	District, regional, or BOCES-developed assessment	Grade 2 ELA Highland-developed Common Core Summative
	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.

For the 2012-13 school year, District developed pre- and summative assessments and the NYSTP Grade 3 ELA Assessment will be used to measure student growth for Grades K-3. For grade K-2 District developed assessments will be administered during the month of September and again during the months of May and June or as per NYSTP calendar to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. Growth for students in grade 3 will be determined by the difference in scores on the District developed pre-assessments and student scores on the NYSTP assessment. Each teacher of record shall develop a growth Target for his/her class for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. (See Table uploaded in 2.11).  
If 80% of the students belonging to a teacher of record meet the individually established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

90 - 100% of students in a teacher of record's class will meet their growth targets

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

70 - 89% of students of students in a teacher of record's class will meet their growth targets

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

50 - 69% of students in a teacher of record's class will meet their growth targets

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

0 - 49% of students in a teacher of record's class will meet their growth targets

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Grade K Highland-developed Common Core Math Summative Assessment
1	District, regional, or BOCES-developed assessment	Grade 1 Highland-developed Common Core Math Summative Assessment
2	District, regional, or BOCES-developed assessment	Grade 2 Highland-developed Common Core Math Summative 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For the 2012-13 school year, District developed pre and summative assessments and the NYSTP Grade 3 Math Assessment will be used to measure student growth for Grades K-3. For grade K-2 District developed assessments will be administered during the month of September and again during the months of May and June or as per NYSTP calendar to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. Growth for students in grade 3 will be determined by the difference in scores on the District developed pre-assessments and student scores on the NYSTP assessment. Each teacher of record shall develop a growth Target for his/her class for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. (See Table uploaded in 2.11)</p> <p>If 80% of the students belonging to a teacher of record meet the individually established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>90 - 100% of students in a teacher of record's class will meet their growth targets</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>70 - 89% of students in a teacher of record's class will meet their growth targets</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>50 - 69% of students in a teacher of record's class will meet their growth targets</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>0 - 49% of students in a teacher of record's class will meet their growth targets</p>

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Highland-developed 6th Grade Science Summative Assessment
7	District, regional or BOCES-developed assessment	Highland-developed 7th Grade Science Summative Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For the 2012-13 school year, District developed pre and summative assessments and the NYSTP Grade 8 Science Assessment will be used to measure student growth for Grades 6-8. For grade 6-7 District developed assessments will be administered during the month of September and again during the months of May and June or as per NYSTP calendar to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. Growth for students in grade 8 will be determined by the difference in scores on the District developed pre-assessments and student scores on the NYSTP assessment. Each teacher of record shall develop a growth Target for his/her class for the purpose of the state comparable measure of student growth, subject to approval of each Teacher's building principal. This measure shall be based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. (See Table uploaded in 2.11). If 80% of the students belonging to a teacher of record meet the individually established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>90 - 100% of students in a teacher of record's class will meet their growth targets</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>70 - 89% of students in a teacher of record's class will meet their growth targets</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>50 - 69% of students in a teacher of record's class will meet their growth targets</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>0 - 49% of students in a teacher of record's class will meet their growth targets</p>

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	BOCES-developed (Ulster) 6th grade S.S. Assessment
7	District, regional or BOCES-developed assessment	BOCES-developed (Ulster) 7th grade S.S. Assessment
8	District, regional or BOCES-developed assessment	BOCES-developed (Ulster) 8th grade S.S. 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.	For the 2012-13 school year, Ulster BOCES-developed pre and summative assessments will be used to measure student growth for Grades 6-8 social studies. For social studies students in grades 6-8 regionally-developed assessments will be administered during the month of September and again during the months of May and/or June to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. If 80% of the students belonging to a teacher of record meet the individually established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students in a teacher of record's class will meet their growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 89% of students in a teacher of record's class will meet their growth targets
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 69% of students in a teacher of record's class will meet their growth targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of students in a teacher of record's class will meet their growth targets

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Global 1 BOCES-developed (Ulster) World History 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	For the 2012-13 school year, the BOCES-developed pre and summative Global I assessment. District-developed pre assessments and the NYSTP Global and American
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graphic at 2.11, below.	History Regents examinations will be used to measure student growth for high school social studies. Regionally(Global I) and district-developed (Global II and American History) assessments will be administered during the month of September and again during the months of May and/or June to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. If 80% of the students belonging to a teacher of record meet the individually established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students in a teacher of record's class will meet their growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 89% of students in a teacher of record's class will meet their growth targets
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 69% of students in a teacher of record's class will meet their growth targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of students in a teacher of record's class will meet their growth targets

## 2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For the 2012-13 school year, the District-developed pre-assessments for high school science courses. Regents examinations will be used to measure student growth for high school science. District-developed pre-assessments will be administered during the month of September and Regents assessments will be administered in June to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. If 80% of the students belonging to a teacher of record meet the individually established student
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growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students in a teacher of record's class will meet their growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 89% of students in a teacher of record's class will meet their growth targets
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 69% of students in a teacher of record's class will meet their growth targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of students in a teacher of record's class will meet their growth targets

## 2.8) High School Math Regents Courses

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

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

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

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

For the 2012-13 school year, the District-developed pre-assessments for high school math courses. Regents examinations will be used to measure student growth for high school math. District-developed assessments will be administered during the month of September and Regents assessments in June to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. If 80% of the students belonging to a teacher of record meet the individually established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students in a teacher of record's class will meet their growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 89% of students in a teacher of record's class will meet their growth targets
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 69% of of students in a teacher of record's class will meet their growth targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of students in a teacher of record's class will meet their growth targets

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Scholastic Reading Inventory by Scholastic Inc.
Grade 10 ELA	District, regional or BOCES-developed assessment	Highland-developed Grade 10 Common Core ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Examination

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.	For the 2012-13 school year, the 3rd Party Approved Scholastic Reading Inventory Assessment will be utilized for 9th grade ELA pre-assessments and summative assessments. The Highland-developed grade 10 ELA pre-assessment and summative assessment will be utilized for grade 10. . The Grade 11 Comprehensive English Regents Examinations will be used to measure student growth for high school students as compared to student performance on the district-developed pre-assessment. These assessments will be administered during the month of September and again during the months of May and/or June to measure student growth based upon students belonging to a teacher of record meeting the individually set growth targets, subject to the Building Principal's approval. If 80% of the students belonging to a teacher of record meet the individually established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90 - 100% of students in a teacher of record's class will meet their growth targets
Effective (9 - 17 points) Results meet District goals for similar students.	70 - 89% of students in a teacher of record's class will meet their growth targets
Developing (3 - 8 points) Results are below District goals for similar students.	50 - 69% of students in a teacher of record's class will meet their growth targets
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 49% of students in a teacher of record's class will meet their growth targets

## 2.10) All Other Courses

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



## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Saturday, July 07, 2012

Updated Wednesday, January 02, 2013

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Highland-developed 4th Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Highland-developed 5th Grade ELA Assessment

6	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression 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.	The local 15 points shall be a measure of student growth for grades 4-8. For grades 4 and 5 Highland-developed pre and post assessments shall be administered in the month of September and again in the months of May and June to measure growth. For grades 6-8 Highland-developed Writing Skills Progression Assessments will be administered in the month of September and again in the months of May and June to measure growth. Each 4th and 5th grade teacher of record shall develop a growth Target for his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher's building principal. (See Table uploaded in 3.3). For grades 6-8 a unitary score shall be provided to all ELA teachers based upon the students belonging to all 6-8 teachers of record meeting a middle-school set growth target subject to Building Principal approval. If 80% of the students belonging to a teacher of record (grades 4 and 5) or if 80% of students in 6-8 meet the established student growth targets, then 11 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-15) is set forth in section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90%-100% of students meet the individually or group-set growth targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of students meet the individually or group-set growth targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meet the individually or group-set growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meet the individually or group-set growth 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	5) District, regional, or BOCES–developed assessments	Highland-developed 4th Grade Math Assessment
5	5) District, regional, or BOCES–developed assessments	Highland-developed 5th Grade Math Assessment
6	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The local 15 points shall be a measure of student growth for grades 4-8. For grades 4 and 5 Highland-developed pre and post assessments shall be administered in the month of September and again in the months of May and/or June to measure growth. For grades 6-8 Highland-developed Writing Skills Progression Assessments will be administered in the month of September and again in the months of May and/or June to measure growth. Each 4th and 5th grade teacher of record shall develop a growth Target for his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher’s building principal. (See Table uploaded in 3.3). For grades 6-8 a unitary score shall be provided to all Math teachers based upon the students belonging to all 6-8 teachers of record meeting a middle-school set growth target subject to Building Principal approval. If 80% of the students belonging to a teacher of record (grades 4 and 5) or if 80% of students in 6-8 meet the established student growth targets, then 11 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-15) is set forth in section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet the individually or group-set growth targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of students meet the individually or group-set growth targets

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meet the individually or group-set growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meet the individually or group-set growth 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/5139/149478-rhJdBgDruP/Section 3.3\_1.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	5) District, regional, or BOCES-developed assessments	Highland-developed Grade K ELA Assessment
1	5) District, regional, or BOCES-developed assessments	Highland-developed 1st Grade ELA Assessment
2	5) District, regional, or BOCES-developed assessments	Highland-developed 2nd Grade ELA Assessment
3	5) District, regional, or BOCES-developed assessments	Highland-developed 3rd Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local 20 points shall be a measure of student growth for grades K-3. Highland-developed pre and post assessments (that are different in nature than those used for the State Growth Measure Set Forth in Section 2.2) shall be administered in the month of September and again in the months of May and June to measure growth. Each K-3 grade teacher of record shall develop a growth Target for his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher's building principal. At the
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beginning of each year, using baseline data, it will be decided if the target is by individual or group. (See Table uploaded in 3.13). If 80% of the students belonging to a teacher of record meet the established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 3.13.

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

90-100% of students meet the individually or group-set growth targets. At the beginning of each year, using baseline data, it will be decided if the target is by individual or group.

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

70-89% of students meet the individually or group-set growth targets

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

50-69% of students meet the individually or group-set growth targets

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

0-49% of students meet the individually or group-set growth 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	5) District, regional, or BOCES–developed assessments	Highland-developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Highland-developed 1st Grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	Highland-developed 2nd Grade Math Assessment
3	5) District, regional, or BOCES–developed assessments	Highland-developed 3rd Grade Math Assessment

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

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

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

The local 20 points shall be a measure of student growth for grades K-3. Highland-developed pre and post assessments (that are different in nature than those used for the State Growth Measure Set Forth in Section 2.3) shall be administered in the month of September and again in the months of May and June to measure growth. Each K-3 grade teacher of record shall develop a growth

Target for his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher's building principal. In the beginning of each year, using baseline data, it will be decided if the target is by individual or group.(See Table uploaded in 3.13). If 80% of the students belonging to a teacher of record meet the established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meeting target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of students meeting target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting target

### 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	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression 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.	For grades 6-8 a unitary score shall be provided to all Science teachers based upon the students belonging to all 6-8 teachers of record meeting a middle-school set growth target that will be set in collaboration with the building principal. If 80% of the students in grades 6-8 meet the established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 3.13. All students will complete a writing pre-assessment in September to measure, then establish baseline data for determining the targets of the writing skills progression project.. The development of the pre-assessment and
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	subsequent writing targets will be completed in collaboration with the Building Principal.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet group-set growth targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of students meet group-set growth targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meet group-set growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meet the group-set growth 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	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Middle School grades 6-8 Writing Skills Progression 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.	For grades 6-8 a unitary score shall be provided to all social studies teachers based upon the students belonging to all 6-8 teachers of record meeting a middle-school set growth target that will be set in collaboration with the building principal. If 80% of the students in grades 6-8 meet the established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 3.13. All students will complete a writing pre-assessment in September to measure, then establish baseline data for determining the targets of the writing skills progression project.. The development of the pre-assessment and subsequent writing targets will be completed in collaboration with the Building Principal.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students meet the group-set growth targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of students meet the group-set growth targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meet the group-set growth targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meet the group-set growth 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	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Global 2	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
American History	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam

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.	Students at Highland High School are scheduled to many of their courses based upon interest-based enrollment. For example, a freshman has the choice of taking any regents level science course that we offer. Therefore, one freshman might meet his or her gatekeeper regents
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science requirement by being successful in Living Environment while another freshmen might meet the science requirement by being successful in Chemistry. The assessment options listed above are indicative of any of the regents' exams that a student might potentially take to meet the gatekeeper requirement. In order to keep track of student's rate of success towards this requirement, the high school principal in conjunction with the guidance department have created a matrix which includes the current level of completion of every student in the school towards the goal of a benchmark score on five gatekeeper exams. This matrix is color-coded and includes useful information regarding whether or not a student has attempted the exam in the past and been unsuccessful. Therefore, Grades 9-12 Teachers will utilize a building-wide achievement measure based on student performance on the Gatekeeper Regents Examinations. For all High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the Regents Examinations in January and the Spring of 2013. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. To arrive at the building-wide point measure, the number of students taking all content area Regents examination required for graduation who obtained a score of 65 points\* or greater will be divided by the total number of students who took all Regents Examinations required for graduation. The target for this building-wide measure was established in collaboration with the high school principal.

\*Notwithstanding the above, for students with disabilities, the goal shall be to meet the State's benchmark for the receipt of a diploma.

If 80% of all students taking examinations necessary for graduation receive a passing score then 14 points will be awarded. A table which articulates all points that may be earned (0-20) is contained in section 3.13.

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

90-100% of high school students meeting achievement targets

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

70-89% of high school students meeting achievement targets

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

50-69% of high school students meeting achievement targets

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

0-49% of high school students meeting achievement 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	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Earth Science	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Chemistry	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Physics	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam

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.	Students at Highland High School are scheduled to many of their courses based upon interest-based enrollment. For example, a freshman has the choice of taking any regents level science course that we offer. Therefore, one freshman might meet his or her gatekeeper regents science requirement by being successful in Living Environment while another freshmen might meet the science requirement by being successful in Chemistry. The assessment options listed above are indicative of any of the regents' exams that a student might potentially take to meet the gatekeeper requirement. In order to keep track of student's rate of success towards this requirement, the high school principal in conjunction with the guidance department have created a matrix which includes the current level of completion of every student in the school towards the goal of a benchmark score on five gatekeeper exams. This matrix is color-coded and includes useful
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information regarding whether or not a student has attempted the exam in the past and been unsuccessful. Therefore, Grades 9-12 Teachers will utilize a building-wide achievement measure based on student performance on the Gatekeeper Regents Examinations. For all High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the Regents Examinations in January and the Spring of 2013. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. To arrive at the building-wide point measure, the number of students taking all content area Regents examination required for graduation who obtained a score of 65 points\* or greater will be divided by the total number of students who took all Regents Examinations required for graduation. The target for this building-wide measure was established in collaboration with the high school principal.

\*Notwithstanding the above, for students with disabilities, the goal shall be to meet the State's benchmark for the receipt of a diploma. If 80% of all students taking examinations necessary for graduation receive a passing score then 14 points will be awarded. A table which articulates all points that may be earned (0-20) is contained in section 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of high school students meeting achievement targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of high school students meeting achievement targets
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of high school students meeting achievement targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of high school students meeting achievement 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	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living

		Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Geometry	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Algebra 2	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam

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.	Students at Highland High School are scheduled to many of their courses based upon interest-based enrollment. For example, a freshman has the choice of taking any regents level science course that we offer. Therefore, one freshman might meet his or her gatekeeper regents science requirement by being successful in Living Environment while another freshmen might meet the science requirement by being successful in Chemistry. The assessment options listed above are indicative of any of the regents' exams that a student might potentially take to meet the gatekeeper requirement. In order to keep track of student's rate of success towards this requirement, the high school principal in conjunction with the guidance department have created a matrix which includes the current level of completion of every student in the school towards the goal of a benchmark score on five gatekeeper exams. This matrix is color-coded and includes useful information regarding whether or not a student has attempted the exam in the past and been unsuccessful. Therefore, Grades 9-12 Teachers will utilize a building-wide achievement measure based on student performance on the Gatekeeper Regents Examinations. For all High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the Regents Examinations in January and the Spring of 2013. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. To arrive at the building-wide point measure, the number of students taking all content area Regents
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examination required for graduation who obtained a score of 65 points\* or greater will be divided by the total number of students who took all Regents Examinations required for graduation. The target for this building-wide measure was established in collaboration with the high school principal.

\*Notwithstanding the above, for students with disabilities, the goal shall be to meet the State's benchmark for the receipt of a diploma.

If 80% of all students taking examinations necessary for graduation receive a passing score then 14 points will be awarded. A table which articulates all points that may be earned (0-20) is contained in section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of high school students meeting achievement targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-89% of high school students meeting achievement targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of high school students meeting achievement targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of high school students meeting achievement 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	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam and U.S. History Exam

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.

Students at Highland High School are scheduled to many of their courses based upon interest-based enrollment. For example, a freshman has the choice of taking any regents level science course that we offer. Therefore, one freshman might meet his or her gatekeeper regents science requirement by being successful in Living Environment while another freshmen might meet the science requirement by being successful in Chemistry. The assessment options listed above are indicative of any of the regents' exams that a student might potentially take to meet the gatekeeper requirement. In order to keep track of student's rate of success towards this requirement, the high school principal in conjunction with the guidance department have created a matrix which includes the current level of completion of every student in the school towards the goal of a benchmark score on five gatekeeper exams. This matrix is color-coded and includes useful information regarding whether or not a student has attempted the exam in the past and been unsuccessful. Therefore, Grades 9-12 Teachers will utilize a building-wide achievement measure based on student performance on the Gatekeeper Regents Examinations. For all High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the Regents Examinations in January and the Spring of 2013. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. To arrive at the building-wide point measure, the number of students taking all content area Regents examination required for graduation who obtained a score of 65 points\* or greater will be divided by the total number of students who took all Regents Examinations required for graduation. The target for this building-wide measure was established in collaboration with the high school principal.

\*Notwithstanding the above, for students with disabilities, the goal shall be to meet the State's benchmark for the receipt of a diploma.

If 80% of all students taking examinations necessary for graduation receive a passing score then 14 points will be awarded. A table which articulates all points that may be earned (0-20) is contained in section 3.13.

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

90-100% of high school students meeting achievement targets



Each K-5 grade teacher of record shall develop a growth Target for his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher's building principal. In the beginning of the year, using baseline data, it will be decided if the target is by individual or group. (See Table uploaded in 3.13). If 80% of the students belonging to a teacher of record meet the established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 3.13.

For grades 6-8 a unitary score shall be provided to all teachers based upon the students belonging to all 6-8 teachers of record meeting a middle-school set growth target subject to Building Principal approval.

Preassessments shall be administered to measure and establish baseline data for determining the targets.

If 80% of the students in grades 6-8 meet the established student growth targets, then 14 points shall be awarded to the Teacher, and a scale that articulates all points that may be earned (0-20) is set forth in section 3.13.

Grades 9-12 Teachers will utilize a building-wide achievement measure based on student performance on Regents Examinations. For all High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the Regents Examinations in January and the Spring of 2013. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of increasing the percentage of students who receive a passing score on the Regents. To arrive at the building-wide point measure, the number of students taking all content area Regents examination required for graduation who obtained a score of 65 points\* or greater will be divided by the total number of students who took all Regents Examinations required for graduation. These exams include: one of the following exams as applicable--NYS Integrated Algebra or Geometry or Algebra 2/Trigonometry; one of the following as applicable- Living Environment or Earth Science or Physics or Chemistry and the Comprehensive English Exam; Global History and Geography Exam.

\*Notwithstanding the above, for students with disabilities, the goal shall be to meet the State's benchmark for the receipt of a diploma.

If 80% of all students taking examinations necessary for graduation receive a passing score then 14 points will be awarded. A table which articulates all points that may be earned (0-20) is contained in section 3.13 .

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

90-100% of students meeting achievement or growth targets as delineated above according to applicable grade/course.

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

70-89% of students meeting achievement or growth targets as delineated above according to applicable grade/course.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting achievement or growth targets as delineated above according to applicable grade/course.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting achievement or growth targets as delineated above according to applicable grade/course.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/149478-y92vNseFa4/section 3.13.docx*

### 3.14) Locally Developed Controls

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

*For students with disabilities in grades 9-12, the goal shall be to meet the State's benchmarks for the receipt of a diploma (as amended to section 100.5 of the regulations) and approved by the State Board of Regents October 2012 meeting.*

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

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

*For those teachers teaching multiple courses, the percentage will be proportionally calculated based upon the teacher's class roster to determine one final component 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 Saturday, July 07, 2012

Updated Wednesday, January 02, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The Highland Central School District and the Highland Teachers Association mutually agreed to assign 60/60 available points in the category of multiple classroom observations using the Danielson Framework for Teaching (2011 Revised Edition). The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:*

1. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.
2. An "Effective" rating shall receive 96% of the total point value for the sub-domain.
3. A "Developing" rating shall receive 88% of the total point value for that sub-domain.
4. An "Ineffective" rating shall receive no points.

*If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.*

*The 60 points have been allocated within the four domains of Danielson's 2011 Revised Framework for Teaching as Follows: Planning and Preparation=14 points; The Classroom Environment= 16 points; Instruction= 16 points; and Professional Responsibilities= 14 points. Please see attached table to see specific breakdown of points within the individual learning components within the domains. The specific table that is being used to determine the point allocation of the rubric is attached in section 4.5*

*Observation/Evaluation Procedures:*

*The following procedures shall apply to the observation of those teachers who are subject to the requirements of 3012-c of the New York State Education Law and Part 30-2 of the Regents Rules:*

- 1. All teachers shall receive a minimum of two classroom observations annually.*
- 2. Probationary teachers shall receive at least two formal announced classroom observations per year.*
- 3. Tenured teachers shall receive at least one formal announced classroom observation per year.*
- 4. An announced observation shall be conducted prior to an unannounced classroom observation, unless otherwise mutually agreed.*
- 5. The length of an announced classroom observation shall begin at the start of the class and last a minimum of one instructional period not to exceed 60 minutes, unless otherwise mutually agreed.*
- 6. A Pre-Observation conference shall be held prior to any formal announced classroom observation.*
  - a. After an announced classroom observation is scheduled, a pre-observation form shall be filled out by the teacher and emailed to the evaluator in advance of the pre-observation conference.*
  - b. A pre-observation conference shall be held at a time mutually agreed upon by the teacher and the evaluating administrator.*
  - c. Unless otherwise mutually agreed, within ten school days after the announced classroom observation, the evaluator shall meet with the teacher and provide the teacher with written documentation of the classroom observation. Teacher will receive feedback in the form of H, E, D, or I for each of the domains that have been observed. Constructive written feedback shall be provided to the teacher in any areas of concern.*
  - d. The teacher and the evaluator shall sign the written classroom observation summary and the teacher shall have a right to attach a written response, which shall be placed alongside the summary in the teacher's personnel file. The teacher's signature on the written summary does not necessarily indicate agreement with the contents thereof.*
- 7. All teachers shall receive at least one unannounced classroom observation per year, which shall not exceed 20 minutes in duration.*
- 8. A Teacher shall be advised of a 15 day window in which their unannounced observation may take place. (This is not 15 days notice). Teachers will not receive advanced knowledge of the actual date or time of the unannounced observation. Rather, a teacher may inform an administrator if there is a conflict during the 15-day window (such as a planned absence),*
- 9. Within ten school days after an unannounced classroom observation, the evaluator shall provide the teacher with written documentation thereof. Teacher will receive feedback in the form of H, E, D, or I for each of the domains that have been observed. Constructive written feedback shall be provided to the teacher in any areas of concern.*
- 10. An unannounced classroom observation shall only culminate in a post-observation conference in the event that the same is requested by either the teacher or the evaluator.*
- 11. For both announced and unannounced observations, the evaluator shall provide the teacher with a rating of H, E, D or I in each observed element, based upon the evidence collected during such observations, in addition to an overall effectiveness rating, with the understanding that the numerical effectiveness ratings shall be provided only within the Local 60 Point Rubric Score, which shall be provided to each teacher within the statutorily prescribed timeframe.*
- 12. If a higher rating is evidenced in an element after the first observation, and the ratings received are adjacent to each other (e.g. a developing rating followed by an effective rating) the higher rating shall be Local 60 Point Rubric Score rating.*
- 13. It is up to the Lead Evaluator's discretion to assign numeric ratings to elements observed; if the first observation culminates in a highly effective rating, and the second culminates in an effective rating, then final ratings will be established by the numeric ratings assigned by the Lead Evaluator.*

*whether the Teacher shall be rated effective or highly effective and numerical*
- 14. In the event that within Domains 1, 2 and 3, five or more elements drop to developing or ineffective, then there shall be an additional announced observation prior to the assignment of the Local 60 Point Rubric Score.*
- 15. Only after the collection of all evidence in all four domains will the H, E, D, or I ratings be converted to a numerical score out of 60 points.*
- 16. Every effort shall be made to have all classroom observations (announced and unannounced) completed by no later than May 15th of the school year, and no classroom observation that forms the basis of the Local 60 Point Rubric Score shall be conducted less than one month prior to the last day of the school year absent extenuating circumstances (e.g. return from an extended leave of absence).*
- 17. For the first formal announced classroom observation, if any teacher receives an ineffective overall effectiveness rating, or a tenured teacher receives a developing overall effectiveness rating, and believes there is a flagrant procedural violation associated with said observation, within five (5) school days of the occurrence of the violation, the teacher may personally, or through HTA representation, bring such matter to the attention of the Superintendent of Schools to request a new observation. If such request is granted, then the first observation shall become a nullity and a new observation shall be conducted.*

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/5091/149476-eka9yMJ855/local 60 point allocations.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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Teachers who earn 59-60 points will be rated as highly effective for this subcomponent. Teachers performing at this level are master teachers and contribute to the community of learners both in and outside of the classroom. Their classrooms exhibit highly engaged students who demonstrate responsibility for their own education. These classrooms are models of self direction on the part of the students and appear to be effortless.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Teachers who earn 57-58 points will be rated as effective for this subcomponent. Effective teachers clearly understand the concepts of the components of the rubric and are able to implement each of the domains well. They demonstrate knowledge of their content, their students, and the curriculum and have a wide range of strategies and activities to engage their students. There is evidence that they are continually striving to improve their practice.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Teachers who earn 47-56 points will be rated as developing for this subcomponent. Developing teachers demonstrate limited understanding of the concepts of the components of the rubric and inconsistently implement each of the domains. These teachers are developing a firm grasp of their content, their students, and the curriculum. They have a limited range of strategies and activities to engage their students. These teachers may become effective with additional readings, discussions, classrooms visits, and experience with a master teacher (mentor).</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Teachers who earn 0-46 points will be rated as ineffective for this subcomponent. Ineffective teachers lack an understanding of the concepts of the components of the rubrics and do not implement each of the domains. These teachers fail to demonstrate knowledge of their content, their students, and the curriculum. Students appear disinterested and not engaged in the learning in the classroom. Assistance in fundamental pedagogical practices needs to be provided for these teachers to improve.</p>

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60 points
Effective	57-58 points
Developing	47-56 points

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Saturday, July 07, 2012

Updated Friday, December 28, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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 Saturday, July 07, 2012

Updated Thursday, January 03, 2013

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/149474-Df0w3Xx5v6/TIP Plan.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *APPEALS PROCESS*

##### *I. General Appeals Process:*

*A. A tenured teacher who receives an ineffective composite APPR rating or developing composite rating, having also received a developing or ineffective on his/her Local 60 Point Rubric Score, or a probationary teacher who receives an ineffective rating on*

his/her composite APPR shall be entitled to appeal the composite APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess an district-wide administrative Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he/she shall not hear the appeal. While an appeal may not be commenced until the Teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Local 60 Point Rubric Score or the Local 20 Points allocation with the Lead Evaluator who completed it prior to the issuance of the composite APPR rating.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of a composite APPR rating or a TIP must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP and failure to appeal the TIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent's administrative designee shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding and shall not be subject to review for the purposes of this Appeal. In the event that the decision of the Superintendent or the Superintendent's administrative designee is not made within the timeframe set forth in this paragraph, then the appeal shall be sustained.

E. The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law.

## 2. Optional Appeals Process for a tenured teacher who has received a second consecutive ineffective composite APPR rating:

A. Notwithstanding Paragraphs 1(A) through (D) above, in the event that a tenured teacher has received two consecutive ineffective composite APPR ratings that could lead to an expedited 3020-a pursuant to Section 3012-c, the appeal shall be made, within the time limits set forth in Paragraph 1(C) above, to one of the four agreed upon arbitrators set forth below selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Sheila Cole, who shall make a final and binding decision upon the appeal of the composite APPR rating and/or TIP on an expedited basis, within thirty-five (35) calendar days of the filing of the written appeal. The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and the District shall be exchanged between the tenured teacher and the administration on an immediate basis at the time of submission to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher and administration prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the Section 3020-a hearing officer.

Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said composite APPR rating in any proceeding brought pursuant to Education law §3020-a, so long as the identical issue wasn't resolved in the earlier appeal to the arbitrator or clearly should have been presented in the earlier appeal and was not.

Notwithstanding the above, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under Section 3020-a of the Education Law. The disciplinary arbitration procedure shall be consistent with the statutory procedure and penalty parameters as set for in Education Law Section 3020-a. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law.

B. In order to take advantage of the procedure outlined in paragraph 2(A) above, the tenured teacher must consent to the use of one of the above-named arbitrators should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.

The Appeals Process set forth above shall be incorporated into the District's APPR Plan Document for the 2011-12 through 2015-16 school years, and its use shall sunset effective close of business on June 30, 2016, unless otherwise mutually agreed by the parties.

## 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 district is keeping track of administrator's completion of training by using accountability measures as provided by Ulster County BOCES and through the use of the professional development module that is available in My Learning Plan.*

*The training modules available through Ulster BOCES varied in length. Webinars that have been provided through Ulster BOCES keep track of the amount of time each administrator spends using the webinar site. Administrator's responses to webinar questions are reviewed and discussed in group administrative cabinet meetings. This training shall include training on 9 minimum requirements outlined in the Commissioner's Regulations in section 30-2.9(b) and will also include but is not limited to the following:*

- *New York State Teaching Standards*
- *Evidence-based observation techniques that are grounded in research*
- *Application and use of the Student Growth Percentile model and the Value-Added Growth Model*
- *Application and use of the state-approved Framework for Teaching rubric, including training on the effective application of such rubrics to observe a teacher's practice*
- *Application and use of any assessment tools that the district uses to evaluate teachers*
- *Development and Application of any locally selected measures of student achievement*
- *Use of the Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*

*Our in-district training has focused on reinforcement of the information presented at Ulster BOCES trainings and advancement of skills in observation and evidence collection through role-play and inter-rater reliability trainings that take place in administrative cabinet settings with a duration of an two hours approximately 5 times a year.*

*The Superintendent is verifying that each administrator receives training in the required areas before certifying them as administrators or lead evaluators.*

*As new administrators are hired, they will go through a combination of district and BOCES training with their readiness for lead evaluator status assessed by the Assistant Superintendent and recommended to the Superintendent. Ulster BOCES is currently providing new administrators with intensive lead evaluator training in their "New Administrators Mentor Program" which our new administrators are al enrolled in.*

*All administrators will be recertified on an annual basis using a combination of in-house and Ulster BOCES training.*

*The process for ensuring inter-rater reliability will include training as a group while watching videos of lessons and assessing teacher performance using the Danielson 2011 Revised Rubric. Administrators will compare and defend their ratings using the rubric.*

*Professional discussion about Danielson's four domains will result in a consistent approach at Highland Central Schools. Also, the district is planning on additional inter-rater reliability training with Danielson and the Teachscape product for the summer of 2012.*

## 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, October 29, 2012  
Updated Tuesday, November 20, 2012

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not Applicable		Not applicable

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

*(No response)*

#### 7.4) Special Considerations for Comparable Growth Measures

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

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

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

# 8. Local Measures (Principals)

Created Monday, October 29, 2012

Updated Wednesday, January 02, 2013

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Grades 3-5 State ELA Assessments
6-8	(a) achievement on State assessments	Grades 6-8 State ELA Assessments
9-12	(d) measures used by district for teacher evaluation	Comprehensive English Regents Examination

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>See the rubric attachment uploaded below that delineates the "attainment target" and corresponding assigned points within each HEDI rating category. It shows that it is possible for a principal to earn any points in a scoring range (0-15). For principals of buildings servicing students in grades K-8, the measure of student achievement for purposes of the Local Measure will be based upon the percentage of students in the principals' building achieving a Level 3 or Level 4 score on the New York State Testing Program English Language Arts Test. For principals of buildings servicing students in Grades 9-12, the measure of student achievement for purposes of the Local Measure will be based upon the percentage of students in the principals' building achieving a score of 70 points or higher on the Comprehensive English Regents Examination.</p>
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<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A principal in the highly effective range has students performing well above current district achievement levels for the subject or grade. For example, 58% or more of students must score a Level 3 or 4 on the NYS ELA assessment achievement for an Elementary or Middle School Principal to be in the Highly Effective range. At the High School level 79% or more of the students must score 70 points or higher on the Comprehensive ELA Regents for a principal to be in the Highly Effective range.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A principal in the effective range has students meeting district expectations for achievement for the subject or grade. For example, 35%-57% of students must score a Level 3 or 4 on the NYS ELA assessment achievement for an Elementary or Middle School Principal to be in the Highly Effective range. At the High School level 50%-78% of the students must score 70 points or higher on the Comprehensive ELA Regents for a principal to be in the Effective range.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A principal in the developing range has students performing below district expectations for achievement for the subject or grade. For example, 15%-34% of students must score a Level 3 or 4 on the NYS ELA assessment achievement for an Elementary or Middle School Principal to be in the Highly Effective range. At the High School level 15%-49% of the students must score 70 points or higher on the Comprehensive ELA Regents for a principal to be in the developing range.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A principal in the ineffective range has students performing well below district expectations for achievement for the subject or grade. For example, 0%-14% must score a Level 3 or 4 on the NYS ELA assessment achievement for an Elementary or Middle School Principal to be in the ineffective range. At the High School level 0%-14% of the students must score 70 points or higher on the Comprehensive ELA Regents for a principal to be in the ineffective range.</p>

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

*assets/survey-uploads/5366/210263-8o9AH60arN/Principals 15 points local122013.docx*

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)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

*The District will use the following controls or adjustments for the Comparable Growth Measures: Scores of students with disabilities will be adjusted using a Highland Central School District locally-developed adjustment for accountability. Each raw score of a student with a disability will be increased increased by a factor of 1.17. Adjustments will not affect a Principal's HEDI score by more than 2 points.*

*This is done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population.*

### 8.4) Principals with More Than One Locally Selected Measure

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

*N/A*

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, October 31, 2012

Updated Thursday, January 03, 2013

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

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

## 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.

### III. Principal Practice Rubric

- The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- The principal practice rubric will be assigned sixty points of the total sixty points for Other Measures.
- The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:

- Domain 1-Shared Vision of Learning: 7 points-
- Domain 2-School Culture and Instructional Program: 22 points-
- Domain 3-Safe, Efficient, Effective Learning Environment: 17 points
- Domain 4-Community: 7 points
- Domain 5-Integrity, Fairness, and Ethics: 5 points
- Domain 6-Political, Social, Economic, Legal and Cultural Context: 2 points

d.

A rating of Ineffective earns 0% of the points allocated for that domain/standard

A rating of Developing earns 82.5% of the points allocated for that domain/standard

A rating of Effective earns 96% of the points allocated for that domain/standard

A rating of Highly Effective earns 100% of the points allocated for that domain/standard

e.

If a raw score number contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score number contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the principal's 60 point score.

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

[assets/survey-uploads/5143/213030-pMADJ4gk6R/Local Sixty Point allocation and distribution updated 12102012.xlsx](#)

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.

If Principal earns 59-60 points, the overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards. In order for a principal to receive a highly effective rating in this section, the evidence collected must clearly demonstrate that the principal exceeds expectations in

	the vast majority of indicators on the rubric. In order to get a score of 59 or higher in this section, the principal must exceed effectiveness in most, but not all, categories on the rubric.
Effective: Overall performance and results meet standards.	If Principal earns 57-58 points, the overall performance and documented results meets the expectations of the ISLLC 2008 Standards. In order for a principal to receive an effective rating, the principal must score 57-58 once all of the points are totaled. This would require that principals, through evidence collection, have demonstrated effectiveness in most, but not all of the key elements. A principal in this category may have some areas that are in the highly effective range but not enough to cause their rating (and point total) to place them at or above 57 points.
Developing: Overall performance and results need improvement in order to meet standards.	If Principal earns 44-56 points, the overall performance and documented results indicate improvement is needed in order to meet the expectations of the ISLLC 2008 Standards. Evidence collection would point to a principal who is working towards, but has not accomplished, the expected competence in the key elements on the rubric. There are a wide range of possibilities in the ratings (ineffective-highly effective) that may be achieved when earning a developing rating. Principals in this category may have a PIP for the following school year (assuming a composite score in the developing or ineffective range).
Ineffective: Overall performance and results do not meet standards.	If Principal earns 0-43 points, the overall performance and documented results do not meet the expectations of the ISLLC 2008 Standards and intervention is necessary. A principal who is showing great deficiencies in most, if not all, key elements on the rubric will receive a rating of 0-43. Through the agreed observation process, a principal receiving an ineffective score on this section would have little or no evidence that could be collected to show competence in most domains. , Principals in this category will almost certainly have a PIP for the following school year (assuming a composite score in the developing or ineffective range).

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	44-56
Ineffective	0-43

## 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 Wednesday, October 31, 2012

Updated Tuesday, November 20, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	59-60
Effective	57-58
Developing	44-56
Ineffective	0-43

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, October 31, 2012

Updated Thursday, January 03, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/213040-Df0w3Xx5v6/PIP Form.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:

#### *I. Appeals Process:*

*A. Any principal who receives an ineffective rating on their annual composite APPR or a tenured principal who receives a developing on the 60 point Rubric HEDI rating, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the*

*Superintendent or the Superintendent's administrative designee served as the evaluator or lead evaluator he or she shall not hear the appeal.*

*B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.*

*C. An appeal of an APPR evaluation or a PIP must be commenced within fifteen (15) business days of the presentation of the final document to the principal, in the case of a tenured principal, and twenty (20) business days of the presentation of the final document to a probationary principal (extended by an additional period of up to ten (10) calendar days if he or she is going to be on a planned vacation during the twenty (20) business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be an additional fifteen (15) business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.*

*D. A hearing will be scheduled and take place in a timely and expeditious manner once an appeal has been filed. Within seven (7) calendar days of the hearing regarding the principal's appeal of his APPR evaluation or his or her PIP, the District and the affected principal shall provide each other with any additional documentation, if any, that each side intends to rely on appeal.*

*E. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.*

*F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be made, within the time limits set forth in paragraph 1 (C) above, to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Jeffrey Selchick, Sheila Cole and Louis Patack, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP on a timely and expeditious basis that shall not exceed sixty (60) calendar days. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal submitted by the District during the hearing along with all other evidence submitted by the principal prior to rendering a decision. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.*

*2. In order to take advantage of the procedure outlined in F(1) above, the tenured principal must consent, following consultation with an Association representative, to the use of an arbitrator from the arbitration panel set forth in paragraph F(1) above, should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the appeal shall be heard by the Superintendent or the Superintendent's administrative designee.*

## 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.

*Lead Evaluator Training: The Board of Education will ensure that all lead evaluators have been trained and certified in accordance with NYS regulations. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial*

year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The district will utilize the Ulster BOCES Network Team evaluator/ lead evaluator training for principals, in accordance with SED procedures and processes, focusing on the ISLLC Standards and the Multidimensional Principal Performance Rubric. Ongoing training will occur throughout the school year with the total training time commensurate with SED expectations.

Lead evaluator training will include instruction on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions;

The Framework for Teaching Proficiency System as aligned with the 2011 Danielson Framework for Teaching

- Evidence-based observation techniques that are grounded in research;

- Application and use of the student growth percentile model and the value-added growth model;

- Application and use of the principal rubric, including training on the effective application of such rubrics to observe a principal's practice;

- Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its 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.;

- Application and use of any locally selected measures of student achievement used by the district to evaluate principals;

- Use of the Statewide Instructional Reporting System;

- The scoring methodology including how scores are generated for each sub-component 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 principals' overall rating and their sub-component ratings;

- Specific considerations in evaluating principals of English language learners, students in poverty, and students with disabilities.

Upon completion of the initial year-long training for lead evaluators, administrator(s) will be certified as lead evaluators. The lead evaluator responsible for principal evaluation will continue training on an annual basis through participation in the annual follow-up training lead evaluators provided by the Ulster BOCES Network Team. This training will support the continued growth in understanding of the nine elements of the performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time. New Administrators will also have the above-mentioned training embedded into the New Administrator Mentor Program through Ulster BOCES.

## 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 Saturday, July 07, 2012

Updated Friday, January 04, 2013

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### 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/5581/149475-3Uqgn5g9Iu/signatures\\_142013.pdf](assets/survey-uploads/5581/149475-3Uqgn5g9Iu/signatures_142013.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.

**Highland Central School District Point Assignment**  
**20 Points State Growth or Comparable Measure**

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>90-100%</b>		<b>70-89%</b>		<b>50-69%</b>		<b>0-49%</b>	
<b>% of Students Meeting the Growth Target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	98-100	<b>17</b>	86-89	<b>8</b>	66-69	<b>2</b>	47-49
	<b>19</b>	94-97	<b>16</b>	84-85	<b>7</b>	63-65	<b>1</b>	45-46
	<b>18</b>	90-93	<b>15</b>	82-83	<b>6</b>	59-62	<b>0</b>	0-44
			<b>14</b>	80-81	<b>5</b>	56-58		
			<b>13</b>	78-79	<b>4</b>	53-55		
			<b>12</b>	76-77	<b>3</b>	50-52		
			<b>11</b>	74-75				
			<b>10</b>	72-73				
		<b>9</b>	70-71					

# APPR - Teacher Evaluation

## Local 60 Points Calculation Spreadsheet - Highland Central School District

	<b>Entry by Administrator = H,E,D,I</b>	<b>=Points assigned</b>	<b>Total Possible Points = 100%</b>	<i>Sub-totals</i>		<b>Highly Effective = 100%</b>	<b>Effective = 96.0%</b>	<b>Developing= 88%</b>	<b>Ineffective = 0%</b>
1a	E	2.88	3.00		21%	3.00	2.88	2.64	0.00
1b	E	1.92	2.00		14%	2.00	1.92	1.76	0.00
1c	E	1.92	2.00		14%	2.00	1.92	1.76	0.00
1d	E	1.92	2.00		14%	2.00	1.92	1.76	0.00
1e	D	1.76	2.00		14%	2.00	1.92	1.76	0.00
1f	E	2.88	3.00		21%	3.00	2.88	2.64	0.00
				14	23%				
2a	E	3.84	4.00		25%	4.00	3.84	3.52	0.00
2b	D	2.64	3.00		19%	3.00	2.88	2.64	0.00
2c	E	2.88	3.00		19%	3.00	2.88	2.64	0.00
2d	D	2.64	3.00		19%	3.00	2.88	2.64	0.00
2e	E	2.88	3.00		19%	3.00	2.88	2.64	0.00
				16	27%				
3a	E	3.84	4.00		25%	4.00	3.84	3.52	0.00
3b	E	2.88	3.00		19%	3.00	2.88	2.64	0.00
3c	E	2.88	3.00		19%	3.00	2.88	2.64	0.00
3d	E	2.88	3.00		19%	3.00	2.88	2.64	0.00
3e	D	2.64	3.00		19%	3.00	2.88	2.64	0.00
				16	27%				
4a	E	1.92	2.00		14%	2.00	1.92	1.76	0.00
4b	E	3.84	4.00		29%	4.00	3.84	3.52	0.00
4c	E	2.88	3.00		21%	3.00	2.88	2.64	0.00

4d	D	0.88	1.00		7%	1.00	0.96	0.88	0.00
4e	E	1.92	2.00		14%	2.00	1.92	1.76	0.00
4f	E	1.92	2.00		14%	2.00	1.92	1.76	0.00
Raw Score		<b>56.64</b>		14	23%				
<b>Final Total</b>	<b>E</b>	<b>57.00</b>	<b>60.00</b>	60	100%	<b>60.00</b>	<b>57.60</b>	<b>52.80</b>	<b>0.00</b>

HEDI BANDS		
0-46	0.00	I
	46.00	I
47-56	47.00	D
	56.00	D
57-58	57.00	E
	58.00	E
59-60	59.00	H
	60.00	H

**Note:** If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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**Local 60 Points Allocation:**

The parties have mutually agreed to the following point allocations for the Local 60 Points in the Final Summative Evaluation for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules for the 2011-12 and 2012-13 school years:

**Danielson 2011 Revised Framework for Teaching**

**Total Point Value**

<b>1. PLANNING &amp; PREPARATION: 14 Points</b>	
Element 1a: Demonstrating Knowledge of Content and Pedagogy.	3
Element 1b: Demonstrating Knowledge of Students.	2
Element 1c: Setting Instructional Outcomes.	2
Element 1d: Demonstrating Knowledge of Resources.	2
Element 1e: Designing Coherent Instruction.	2
Element 1f: Designing Student Assessments.	3
<b>2. THE CLASSROOM ENVIRONMENT: 16 Points</b>	
Element 2a: Creating an Environment of Respect and Rapport.	4
Element 2b: Establishing A Culture for Learning.	3
Element 2c: Managing Classroom Procedures.	3
Element 2d: Managing Student Behavior.	3
Element 2e: Organizing Physical Space.	3
<b>3. INSTRUCTION: 16 Points</b>	
Element 3a: Communicating with Students.	4
Element 3b: Using Questioning and Discussion Techniques.	3
Element 3c: Engaging Students in Learning.	3
Element 3d: Using Assessment in Instruction.	3
Element 3e: Demonstrating Flexibility & Responsiveness.	3

<b>4. PROFESSIONAL RESPONSIBILITIES: 14 Points</b>	
Element 4a: Reflecting on Teaching.	2
Element 4b: Maintaining Accurate Records.	4
Element 4c: Communicating with Families.	3
Element 4d: Participating in a Professional Community.	1
Element 4e: Growing and Developing Professionally.	2
Element 4f: Showing Professionalism.	2
<b>Total Possible Points: 60</b>	

## Highland Central School District

15 Points (When there is an approved value-added model for student growth): Growth

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	14-15		8-13		3-7		0-2	
Target range	90-100%		70-89%		50-69%		0-49%	
% of Students Meeting the Growth	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	15	95-100	13	86-89	7	66-69	2	47-49
	14	90-94	12	83-85	6	62-65	1	45-46
			11	80-82	5	58-61	0	0-44
			10	76-79	4	54-57		
			9	73-75	3	50-53		
			8	70-72				

\*Achieving the 80% target puts a teacher in the mid-range of effective. A teacher must exceed their target to score in the upper range of effective or as highly effective.

**Point Assignment**

**20 Points (Where there is no value-added model for student growth): Growth**

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>90-100%</b>		<b>70-89%</b>		<b>50-69%</b>		<b>0-49%</b>	
<b>% of Students Meeting the Growth Target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	<b>98-100</b>	<b>17</b>	<b>86-89</b>	<b>8</b>	<b>66-69</b>	<b>2</b>	<b>47-49</b>
	<b>19</b>	<b>94-97</b>	<b>16</b>	<b>84-85</b>	<b>7</b>	<b>63-65</b>	<b>1</b>	<b>45-46</b>
	<b>18</b>	<b>90-93</b>	<b>15</b>	<b>82-83</b>	<b>6</b>	<b>59-62</b>	<b>0</b>	<b>0-44</b>
			<b>14</b>	<b>80-81</b>	<b>5</b>	<b>56-58</b>		
			<b>13</b>	<b>78-79</b>	<b>4</b>	<b>53-55</b>		
			<b>12</b>	<b>76-77</b>	<b>3</b>	<b>50-52</b>		
			<b>11</b>	<b>74-75</b>				
			<b>10</b>	<b>72-73</b>				
		<b>9</b>	<b>70-71</b>					

**Point Assignment**

**20 Points (Where there is no value-added model for student growth): Achievement**

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>18-20</b>		<b>9-17</b>		<b>3-8</b>		<b>0-2</b>	
<b>Target range</b>	<b>90-100%</b>		<b>70-89%</b>		<b>50-69%</b>		<b>0-49%</b>	
<b>% of Students Meeting the Achievement Target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>20</b>	<b>98-100</b>	<b>17</b>	<b>86-89</b>	<b>8</b>	<b>66-69</b>	<b>2</b>	<b>47-49</b>
	<b>19</b>	<b>94-97</b>	<b>16</b>	<b>84-85</b>	<b>7</b>	<b>63-65</b>	<b>1</b>	<b>45-46</b>
	<b>18</b>	<b>90-93</b>	<b>15</b>	<b>82-83</b>	<b>6</b>	<b>59-62</b>	<b>0</b>	<b>0-44</b>
			<b>14</b>	<b>80-81</b>	<b>5</b>	<b>56-58</b>		
			<b>13</b>	<b>78-79</b>	<b>4</b>	<b>53-55</b>		
			<b>12</b>	<b>76-77</b>	<b>3</b>	<b>50-52</b>		
			<b>11</b>	<b>74-75</b>				
			<b>10</b>	<b>72-73</b>				
		<b>9</b>	<b>70-71</b>					

**TEACHER IMPROVEMENT PLAN FOR TEACHERS SUBJECT TO SECTION 3012-c OF THE EDUCATION LAW AND  
PART 30-2 OF THE REGENTS RULES**

(For a teacher who receives an ineffective or developing composite APPR rating)

1. The area(s) in need of improvement	2. The performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating	3. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement	4. The anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned)

5. The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Date**

**Date of Completion (if applicable)**

**Completed**

**Not Completed**

\_\_\_\_\_  
**Administrator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Completion Date**

**Teacher initials below:**

\_\_\_ **Yes: Please send a copy of this TIP to the HTA President; or**

\_\_\_ **No: I do not want a copy of this TIP sent to the HTA President**

**HIGHLAND CENTRAL SCHOOL DISTRICT AND  
THE HIGHLAND ADMINISTRATORS ASSOCIATION**

**Local Measure of Student Achievement-Elementary and Middle School Principals  
Based upon the data from State-wide Assessment in ELA Grades K-8**

**(15 point scale)**

Attainment Target: Percentage of students who score a Level 3 or 4 on the New York State Testing Program English Language Arts Test.

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>14-15</b>		<b>8-13</b>		<b>3-7</b>		<b>0-2</b>	
<b>Target Range</b>	<b>58%-100%</b>		<b>35%-57%</b>		<b>15%-34%</b>		<b>0-14%</b>	
<b>Target Attainment Achievement</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>15</b>	66-100	<b>13</b>	54-57	<b>7</b>	31-34	<b>2</b>	10-14
	<b>14</b>	58-65	<b>12</b>	50-53	<b>6</b>	27-30	<b>1</b>	6-9
			<b>11</b>	46-49	<b>5</b>	23-26	<b>0</b>	0-5
			<b>10</b>	42-45	<b>4</b>	19-22		
			<b>9</b>	38-41	<b>3</b>	15-18		
			<b>8</b>	35-37				

**HIGHLAND CENTRAL SCHOOL DISTRICT AND  
THE HIGHLAND ADMINISTRATORS ASSOCIATION**

**Local Measure of Student Achievement- High School Principal  
Based upon the data from Comprehensive Regents Examination in English in Grades 9-12  
(15 point scale)**

Attainment Target: Percentage of students who achieve a score of 70% or higher on the Comprehensive English Regents Examination.

<b>Rating</b>	<b>Highly Effective</b>		<b>Effective</b>		<b>Developing</b>		<b>Ineffective</b>	
<b>Points</b>	<b>14-15</b>		<b>8-13</b>		<b>3-7</b>		<b>0-2</b>	
<b>Target Range</b>	<b>79%-100%</b>		<b>50%-78%</b>		<b>15%-49%</b>		<b>0-14%</b>	
<b>Target Attainment Achievement</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>	<b>Points</b>	<b>% of students meeting target</b>
	<b>15</b>	86-100	<b>13</b>	74-78	<b>7</b>	43-49	<b>2</b>	10-14
	<b>14</b>	79-85	<b>12</b>	69-73	<b>6</b>	36-42	<b>1</b>	6-9
			<b>11</b>	64-68	<b>5</b>	29-35	<b>0</b>	0-5
			<b>10</b>	59-63	<b>4</b>	22-28		
			<b>9</b>	54-58	<b>3</b>	15-21		
			<b>8</b>	50-53				

**APPR - Principal Evaluation**

**APPENDIX B CONTINUED**

**Local 60 Points Calculation Spreadsheet - Highland Central School District**

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing = 82.5%	Ineffective = 0%
1a	E	3.36	3.50	50%	3.50	3.36	2.89	0.00
1b	E	3.36	3.50	50%	3.50	3.36	2.89	0.00
			<b>7</b>	<b>12%</b>				
2a	E	3.84	4.00	18%	4.00	3.84	3.30	0.00
2b	E	4.80	5.00	23%	5.00	4.80	4.13	0.00
2c	D	4.80	5.00	23%	5.00	4.80	4.13	0.00
2d	H	4.00	4.00	18%	4.00	3.84	3.30	0.00
2e	E	3.84	4.00	18%	4.00	3.84	3.30	0.00
			<b>22</b>	<b>37%</b>				
3a	E	3.84	4.00	24%	4.00	3.84	3.30	0.00
3b	E	3.84	4.00	24%	4.00	3.84	3.30	0.00
3c	E	3.84	4.00	24%	4.00	3.84	3.30	0.00
3d	D	4.13	5.00	29%	5.00	4.80	4.13	0.00
			<b>17</b>	<b>28%</b>				
4a	E	2.88	3.00	43%	3.00	2.88	2.48	0.00
4b	E	2.00	2.00	29%	2.00	1.92	1.65	0.00
4c	D	1.65	2.00	29%	2.00	1.92	1.65	0.00
			<b>7.00</b>	<b>12%</b>				
5a	E	2.40	2.50	50%	2.50	2.40	2.06	0.00
5b	D	2.06	2.50	50%	2.50	2.40	2.06	0.00
			<b>5.00</b>	<b>8%</b>				
6a	E	0.96	1.00	50%	1.00	0.96	0.83	0.00
6b	E	0.96	1.00	50%	1.00	0.96	0.83	0.00
<b>Raw Score</b>		<b>56.56</b>	<b>2.00</b>	<b>3%</b>				
<b>Final Total</b>		<b>E 57.00</b>	<b>60.00</b>	<b>60 100%</b>	<b>60.00</b>	<b>57.60</b>	<b>49.50</b>	<b>0.00</b>

HEDI BANDS		
0-43	0.00	I
	43.00	I
44-56	44.00	D
	56.00	D
57-58	57.00	E
	58.00	E
59-60	59.00	H
	60.00	H

**Note:** If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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**Highland CSD Point Allocation-Principal**

Multidimensional Principal Performance Rubric	Points
<b>Domain 1: Shared Vision of Learning</b>	<b>7</b>
a. Culture	3.5
b. Sustainability	3.5
<b>Domain 2: School Culture &amp; Instructional Program</b>	<b>22</b>
a. Culture	4
b. Instructional Program	5
c. Capacity Building	5
d. Sustainability	4
e. Strategic Planning Process	4
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	<b>17</b>
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	5

<b>Domain 4: Community</b>	<b>7</b>
a. Strategic Planning Process: Inquiry	3
b. Culture	2
c. Sustainability	2
<b>Domain 5: Integrity, Fairness, Ethics</b>	<b>5</b>
a. Sustainability	2.5
b. Culture	2.5
<b>Domain 6: Political, Social, Economic, Legal &amp; Cultural Context</b>	<b>2</b>
a. Sustainability	1
b. Culture	1
<b>TOTAL POINTS</b>	<b>60</b>

**PRINCIPAL IMPROVEMENT PLAN**

<b>(1) AREA(S) IN NEED OF IMPROVEMENT</b>	<b>(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT</b>	<b>(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT</b>	<b>(4) MANNER OF ASSESSMENT OF IMPROVEMENT</b>

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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

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

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

**The school district or BOCES and its collective bargaining agent(s), where applicable, also 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:

*Deborah A. Hoab*    1/4/2013

Teachers Union President Signature:    Date:

*Paul J. Peter*    1/4/2013

Administrative Union President Signature:    Date:

*Barbara E. Chap*    1-4-2013

Board of Education President Signature:    Date:

*Qua Barone*    1/4/2013