



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

Commissioner of Education
President of the University of the State of New York
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July 29, 2014

Revised

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

Dear Superintendent Haab:

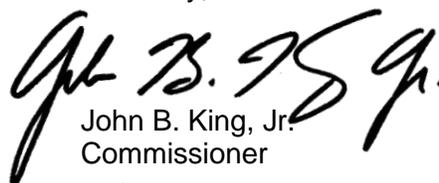
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, March 27, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, May 12, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Highland CSD developed summative assessments (K-2) and the 3rd Grade State assessment, respectively. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to

each teacher who meet or exceed their individual growth targets. 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	Highland CSD-developed Kindergarten Math Common Core Summative Assessment
1	District, regional, or BOCES-developed assessment	Highland CSD-developed Grade 1 Math Common Core Summative Assessment
2	District, regional, or BOCES-developed assessment	Highland CSD-developed Grade 2 Math Common Core 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 measuring student growth on the assessments listed for this Task.

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

After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Highland CSD developed summative assessments (K-2) and the 3rd Grade State assessment, respectively. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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 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

2.4) 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 CSD-developed Grade 6 Science Common Core Summative Assessment
7	District, regional or BOCES-developed assessment	Highland CSD-developed Grade 7 Science Common Core 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Highland CSD developed summative assessments (Grades 6 and 7) and the 8th Grade State assessment, respectively. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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 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

2.5) 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	Ulster BOCES-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Ulster BOCES-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Ulster BOCES-developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Ulster BOCES developed summative assessments. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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
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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	Ulster BOCES-developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Ulster BOCES developed summative assessment assessment (Global 1) and the above-referenced Regents assessments, respectively. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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
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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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the above-referenced Regents assessments, respectively. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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

2.8) High School Math Regents Courses

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

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

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

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

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

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

After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the above-referenced Regents assessments, respectively. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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.

Note: Both the NYS Common Core Algebra regents and the NYS Integrated Algebra Regents will be offered to student enrolled in Common Core courses. The higher of the two scores will be used in accordance with SED guidance, to the extent permitted by SED.

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
Grade 10 ELA	District, regional or BOCES-developed assessment	Highland CSD-developed Grade 10 Common Core ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Examination/Common Core 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 measuring student growth on the assessments listed for this Task.

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

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

After analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Scholastic Reading Inventory (Grade 9), the Highland CSD Developed ELA assessment (Grade 10) and the Common Core English Regents/Comprehensive English Regents assessments, respectively. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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.

Note: Both the NYS Common Core English regents and the NYS Comprehensive English Regents will be offered to student enrolled in Common Core courses. The higher of the two scores will be used in accordance with SED guidance, to the extent permitted by SED.

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.

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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" .

Course(s) or Subject(s)	Option	Assessment
8th Grade Honors Math (Algebra)	State Assessment	NYS Common Core Algebra I Regents Assessment
ESL	State Assessment	NYSESLAT
K-12 Music, K-12 Physical Education, K-12 Art	District, Regional or BOCES-developed	Ulster BOCES developed grade level and/or course specific assessments
All other courses and subjects not listed above	District, Regional or BOCES-developed	Highland CSD-developed assessments course and/or grade specific assessments

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

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

So long as the ESEA waiver is in effect, for teachers of Grade 8 Honors Math (Algebra), after analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO on the Common Core Algebra Regents. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets on the Common Core Algebra Regents. 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.

For ESL teachers of record, after analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO on the NYSESLAT. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets on the NYSESLAT. 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.

For K-12 Music, K-12 Physical Education and K-12 Art teachers, after analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Ulster BOCES developed summative assessments. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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.

For teachers of all other courses and subjects not listed above, after analysis of baseline data, including pre-assessments administered during the fall, individual student growth targets shall be established by each teacher of record, subject to approval by the building principal, with the ultimate approval authority vested in the Superintendent or designee. Points shall

be earned by each teacher of record based upon the performance of all students within the teacher of record's SLO(s) on the Highland CSD developed summative assessments. Points and a corresponding HEDI rating shall be computed for each teacher of record based upon the percentage of students belonging to each teacher who meet or exceed their individual growth targets. 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

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/149473-TXEttx9bQW/Section 2 State Growth 20.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 Grade 6 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Grade 7 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Grade 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 months of September and/or October and again in the months of May and/or June to measure growth. Grades 6 through 8 Highland-developed
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Writing Skills Progression Assessments will be administered in the months of September and/or October and again in the months of May and/or June to measure student growth. Each 4th and 5th grade teacher of record shall develop student growth targets for students in his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher's building principal. By no later than October, using baseline data, it will be decided if the target is by individual or group. The same kind of target will be used for all classroom teachers within the same grade level and subject annually. For grades 6, 7 and 8 teachers of record, respectively, a unitary score shall be provided to teachers by grade level based upon the students within each grade level who meet or exceed their individually set growth targets. Individual student growth targets are set by a team of teachers within each grade level in collaboration with the building principal, after analysis of baseline data.

A scale that articulates all points that may be earned (0-15) is set forth in section 3.3. Until a value-added growth measure is implemented, the growth Chart contained in the Section 3.13 upload shall be used to allocate points (0-20) to the above-referenced teachers of record.

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 will meet or exceed the targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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 Grade 6 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Grade 7 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Grade 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>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 months of September and/or October again in the months of May and/or June to measure growth. Grades 6 through 8 Highland-developed Writing Skills Progression Assessments will be administered in the months of September and/or October and again in the months of May and/or June to measure student growth. Each 4th and 5th grade teacher of record shall develop student growth targets for students in his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher's building principal. By no later than October, using baseline data, it will be decided if the target is by individual or group. The same kind of target will be used for all classroom teachers within the same grade level and subject annually. For grades 6, 7 and 8 teachers of record, respectively, a unitary score shall be provided to teachers by grade level based upon the students within each grade level who meet or exceed their individually set growth targets. Individual student growth targets are set by a team of teachers within each grade level in collaboration with the building principal, after analysis of baseline data.</p>
<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 scale that articulates all points that may be earned (0-15) is set forth in section 3.3. Until a value-added growth measure is implemented, the growth Chart contained in the Section 3.13 upload shall be used to allocate points (0-20) to the above-referenced teachers of record.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>90-100% of students will meet or exceed the targets</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>63-89% of students will meet or exceed the targets</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>40-62% of students will meet or exceed the targets</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-39% of students will meet or exceed the targets</p>

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	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 months of September and/or October and again in the months of May and/or June to measure growth. Each K-3 grade teacher of record shall develop growth targets for his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher’s building principal. By no later than October, using baseline data, it will be decided if the target is by individual or group. The same kind of target will be used for all classroom teachers within the same grade level and subject annually. 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 will meet or exceed the targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	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

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 months of September and/or October and again in the months of May and/or June to measure growth. Each K-3 grade teacher of record shall develop growth targets for his/her class for the purpose of the locally-selected measure of student growth, subject to approval of each Teacher's building principal. By no later than October, using baseline data, it will be decided if the target is by individual or group. The same kind of target will be used for all classroom teachers within the same grade level and subject annually. 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 will meet or exceed the targets
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Highland-developed Grade 6 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Grade 7 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Grade 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.	Grades 6 through 8 Highland-developed Writing Skills Progression Assessments will be administered in the months of September and/or October and again in the months of May and/or June to measure student growth. For grades 6, 7 and 8 teachers of record, respectively, a unitary score shall be provided to teachers by grade level based upon the students within each grade level who meet or exceed their individually set growth targets. Individual student growth targets are set by a team of teachers within each grade level in collaboration with the building principal, after analysis of baseline data. 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 will meet or exceed the targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Highland-developed Grades 6 Writing Skills Progression Assessment
7	6(ii) School wide measure computed locally	Highland-developed Grade 7 Writing Skills Progression Assessment
8	6(ii) School wide measure computed locally	Highland-developed Grade 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	Grades 6 through 8 Highland-developed Writing Skills Progression Assessments will be administered in the months of September and/or October and again in the months of May
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3.13, below.

and/or June to measure student growth. For grades 6, 7 and 8 teachers of record, respectively, a unitary score shall be provided to teachers by grade level based upon the students within each grade level who meet or exceed their individually set growth targets. Individual student growth targets are set by a team of teachers within each grade level in collaboration with the building principal, after analysis of baseline data. 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 will meet or exceed the targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Global 2	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
American History	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all High School teachers, there shall be a building-wide score issued to all classroom teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the students in the building who take the Living Environment Regents Examination at the end of the school year. To arrive at the building-wide point measure, the number of students taking the Living Environment Regents Examination who obtained a score of 65 points* or greater will
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be divided by the total number of students in the building who took the Living Environment Regents Examination at the end of the school year. A score (0-20 points) and a corresponding HEDI rating will be provided to all High School teachers in accordance with the achievement table uploaded in Section 3.13.

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

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 will meet or exceed the targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Earth Science	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Physics	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all High School teachers, there shall be a building-wide score issued to all classroom teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the students in the building who take the Living Environment Regents Examination at the end of
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the school year. To arrive at the building-wide point measure, the number of students taking the Living Environment Regents Examination who obtained a score of 65 points* or greater will be divided by the total number of students in the building who took the Living Environment Regents Examination at the end of the school year. A score (0-20 points) and a corresponding HEDI rating will be provided to all High School teachers in accordance with the achievement table uploaded in Section 3.13.

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

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 will meet or exceed the targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment

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

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

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

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

For all High School teachers, there shall be a building-wide score issued to all classroom teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the students in the building who take the Living Environment Regents Examination at the end of the school year. To arrive at the building-wide point measure, the number of students taking the Living Environment Regents Examination who obtained a score of 65 points* or greater will be divided by the total number of students in the building who took the Living Environment Regents Examination at the end of the school year. A score (0-20 points) and a corresponding HEDI rating will be provided to all High School teachers in accordance with the achievement table uploaded in Section 3.13.

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

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 will meet or exceed the targets

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

63-89% of students will meet or exceed the targets

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

40-62% of students will meet or exceed the targets

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

0-39% of students will meet or exceed the targets

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all High School teachers, there shall be a building-wide score issued to all classroom teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the students in the building who take the Living Environment Regents Examination at the end of the school year. To arrive at the building-wide point measure, the number of students taking the Living Environment Regents Examination who obtained a score of 65 points* or greater will be divided by the total number of students in the building who took the Living Environment Regents Examination at the end of the school year. A score (0-20 points) and a corresponding HEDI rating will be provided to all High School teachers in accordance with the achievement table uploaded in Section 3.13.
	*Notwithstanding the above, for students with disabilities, the goal shall be to meet the State’s benchmark for the receipt of a diploma.
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 will meet or exceed the targets
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	63-89% of students will meet or exceed the targets
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-62% of students will meet or exceed the targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-39% of students will meet or exceed the targets

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other teachers not listed above in Grades 9-12	6(ii) School wide measure computed locally	NYS Living Environment Regents Assessment
All other teachers not listed above in Grades 6-8	6(ii) School wide measure computed locally	Highland CSD-developed Grades Specific ELA Writing Skills Progression Assessment
All other teachers not listed above in Grades K-5	5) District/regional/BOCES–developed	Highland Central School District--Locally Developed grade and subject specific assessments

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

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

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-5 Teachers. 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 months of September and/or October and again in the months of May and/or June to measure growth. 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. By no later than October, using baseline data, it will be decided if the target is by individual or group. (See Table uploaded in 3.13). The same kind of target will be used for all classroom teachers within the same grade level and subject annually. A scale that articulates all points that may be earned (0-20) is set forth in section 3.13.

Grades 6 through 8 Highland-developed Writing Skills Progression Assessments will be administered in the months of September and/or October and again in the months of May and/or June to measure student growth. For all other grades 6, 7 and 8 teachers of record, respectively, a unitary score shall be provided to teachers by grade level based upon the students within each grade level who meet their individually set growth targets. Individual student growth targets are set by a team of teachers within each grade level in collaboration with the building principal, after analysis of baseline data. A scale that articulates all points that may be earned (0-20) is set forth in section 3.13.

For all other High School teachers, there shall be a building-wide score issued to all classroom teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the students in the building who take the Living Environment Regents Examination at the end of the school year. To arrive at the building-wide point measure, the number of students taking the Living Environment Regents Examination who obtained a score of 65 points* or greater will be divided by the total number of students in the building who took the Living Environment Regents Examination at the end of the school year. A score (0-20 points) and a corresponding HEDI rating will be provided to all High School teachers in accordance with the achievement table uploaded in Section 3.13.

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

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.

63-89% 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.

40-62% 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.

0-39% 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/12149/990054-y92vNseFa4/HTA Local 20 Point Charts Section 3.13.docx

3.14) Locally Developed Controls

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

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.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers in Grade 6-8, the HEDI score will be provided based upon the Grade level that represents the largest percentage of the students instructed by each such teacher of record. For all other teachers with multiple measures, their HEDI scores will be weighted proportionately based upon the number of students covered within each measure. Normal rounding rules will apply to obtain the final HEDI rating.

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
3.16) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	(No response)
3.16) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, June 19, 2014

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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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 element (or for the domain, if the observation/evaluation is conducted pursuant to paragraph "A" below).
2. An "Effective" rating shall receive 96% of the total point value for the element (or for the domain, if the observation/evaluation is conducted pursuant to paragraph "A" below).
3. A "Developing" rating shall receive 88% of the total point value for that element.
4. An "Ineffective" rating shall receive no points for that element.

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. In no instance will rounding rules cause a teacher to move into another performance category.

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 elements of 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:

The parties have agreed to differentiate observation/evaluation procedures for probationary teachers and tenured teachers that are less than "Effective" on their Local 60 Points from the prior school year, than for those tenured teachers who are rated "Effective" on their Local 60 points; provided, however, the District may, as it determines necessary, decide to observe a teacher who receives an "Effective" rating on the Local 60 points from the previous school year with the more structured approach in the event that the teacher has demonstrated deficiencies in areas the District deems necessary to utilize a more structured approach (e.g. the teacher received a score within the "Effective range on the Local 60 measure but had received three developing ratings within Domain 3 -- evidencing the need for a more structured observation process to enhance instruction).

In the event the District determines to use a more structured approach for a tenured teacher covered hereunder, the teacher will be notified by no later than September 30th of the school year for which he/she is being observed. In addition, an effective or highly effective tenured teacher who chooses to be evaluated pursuant to the more structured observation process must notify his/her lead evaluator by no later than September 30th of the school year for which he/she is being observed.

For probationary teachers and any tenured teacher who receives a developing or ineffective Local 60 point rubric rating (or for tenured teachers otherwise identified as requiring a more structured process, as referenced in the paragraph above), a formal structured approach shall be maintained to ensure that sound planning and preparation methodologies can be developed which should foster development of pedagogically beneficial classroom management skills and instructional techniques.

A. Observation procedures [See note 1 below] for tenured teachers who received an "effective" or "highly effective" Local 60 Point Rubric Rating based upon their final summative evaluations from the prior school year:

1. Domain 1 shall be evaluated by the review of a single comprehensive pre-observation form/model lesson plan submitted to the lead evaluator by the teacher (it is the Teacher's choice whether or not it is for an observed lesson) so long as it contains evidence of all of the elements of Domain 1 of the Rubric. Said pre-observation form/model lesson plan must be provided to the lead evaluator for that teacher no less than two (2) days prior to the teacher's first announced observation of the school year. In the event that a lesson plan submitted does not contain evidence of all of the elements of Domain 1, the lead evaluator and the teacher shall mutually agree upon what additional evidence is necessary to support a rubric rating.

2. Evidence to inform Domains 2 and 3 of the agreed upon rubric shall be collected based upon a minimum of one announced and one unannounced classroom observation, that shall be in the nature of short-duration classroom visitations (e.g., 2-4 visits of approximately 15 minutes in duration). There shall be no pre or post-observation conference for any classroom visitations, unless specifically requested by the teacher or the evaluator. Evidence to form the basis of rubric ratings for Domains 2 and 3 will be recorded in writing based on these classroom visitations, but a qualitative effectiveness rating shall be conducted at the Domain level, such that the teacher's effectiveness rating contained in the final summative evaluation shall be based upon the preponderance of the evidence observed throughout the school year in each respective domain, and not based upon the evidence collected within each discrete element that comprises each domain.

a. A tenured teacher observed hereunder shall receive constructive written feedback by e-mail or other electronic means within ten school days of each classroom visitation (announced or unannounced). This feedback will indicate the overall HEDI quality rating attributable to the teacher's performance in Domains 2 and 3, respectively. Suggestions for additional practices that could be implemented to further enhance the student learning experience may be provided by the evaluator.

b. An announced classroom visitation will occur prior to any unannounced visitation, unless otherwise mutually agreed by the teacher and the lead evaluator.

c. One of the classroom visitations shall be unannounced, and the teacher shall receive notice of the calendar month during which the unannounced observation will be taking place.

d. In the event that more than two classroom visitations are necessary to collect evidence of Domains 2 and 3, then any remaining

classroom visitations shall be announced. There shall be a minimum of 2 and a maximum of 4 classroom visitations annually for the purposes of collecting evidence to inform Domains 2 and 3, unless otherwise mutually agreed, in which case more than 4 classroom visitations shall be acceptable. In no event shall any tenured teacher receive less than 1 announced and 1 unannounced observation per year.

e. In the event that any classroom visitation performed prior to January 1st indicates a need for a more structured review (e.g. evidence of developing or ineffective pedagogy is observed), then the more structured observation procedures as outlined above shall be reinstated upon notification to the teacher of the need therefor. Notification of the need for the more structured review shall be provided to a teacher in writing within ten (10) school days after the short duration classroom visitation that demonstrating such a need and shall include the specific evidence indicating the developing or ineffective pedagogy that was observed.

3. Domain 4 will be observed based upon a review of evidence submitted by the teacher to the lead evaluator by April 1st of the school year; provided, however, a teacher may supplement the documents provided to the lead evaluator with additional evidence to support a rubric rating through the month of May.

4. The final summative evaluation, containing the Local 60 point rubric rating, shall be based upon the preponderance of the evidence observed within each Domain throughout the school year, through classroom visitations as well as documentary evidence submitted as indicated above for Domains 1 and 4.

B. Observation procedures for all probationary teachers and tenured teachers who are required or request to be evaluated in accordance with the following more structured approach:

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. A tenured teacher who was rated “effective” or “highly effective” on his/her Local 60 Point Rubric Rating from the prior school year who wishes to be observed under the more structure observation process as enumerated herein 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. Domain 1 shall be evaluated by the review of a single comprehensive pre-observation form/model lesson plan submitted to the lead evaluator by the teacher (it is the teacher’s choice whether or not it is for an observed lesson) so long as it contains evidence of all the elements of Domain 1 of the Rubric. Said pre-observation form/model lesson plan must be provided to the lead evaluator for that teacher no less than two (2) days prior to the teacher’s first announced observation of the school year. In the event that a lesson plan submitted does not contain evidence of all of the elements of Domain 1, the lead evaluator and the teacher shall mutually agree upon what additional evidence is necessary to support a rubric rating. 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. 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 by e-mail or other written communication of the calendar month during which an unannounced classroom observation will take place.

9. Within ten school days after an unannounced classroom observation, the evaluator shall provide the teacher with written

documentation thereof. 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. If the first observation culminates in a highly effective rating, and the second culminates in an effective rating, then it is up to the Lead Evaluator's discretion whether the Teacher shall be rated effective or highly effective.

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. It is up to the Lead Evaluator's discretion to determine the Teacher's effectiveness rating when fewer than five elements drop below the effective level.

16. For the first formal announced classroom observation, if any teacher receives an ineffective rating for that observation, or a tenured teacher receives a developing rating for that observation, 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.

17. Domain 4 will be observed based upon a review of evidence submitted by the teacher to the lead evaluator by April 1st of the school year; provided, however, a teacher may supplement the documents provided to the lead evaluator with additional evidence to support a rubric rating through the month of May.

C. For all tenured and probationary teachers covered under Education Law Section 3012-c, 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).

Note 1: In the event that a tenured teacher with an effective or highly effective Local 60 point rubric rating from the prior school year requests that a more formal observation/evaluation process be instituted, then at his/her request to his/her lead evaluator on or before September 30th of the School Year for which he/she is being evaluated, the procedures outlined in Section B below may be utilized; provided, however, there shall only be one formal announced observation and a minimum of one unannounced informal observation.

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/12179/990055-eka9yMJ855/Local 60 point allocations.doc

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

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

Teachers who earn 59-60 points will be rated as highly effective in the Local 60 points. 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.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who earn 57-58 points will be rated as effective in the Local 60 points. 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.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who earn 50-56 points will be rated as developing in the Local 60 points. 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).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who earn 0-49 points will be rated as ineffective in the Local 60 points. 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.

Provide the ranges for the 60-point scoring bands.

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

Formal/Long	2
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
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 Tuesday, April 30, 2013

Updated Thursday, March 27, 2014

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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, April 23, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/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

1. 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' 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.

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

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

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
- Specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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 all enrolled in. A minimum of two full days of training will be provided to new administrators. All administrators will be recertified periodically, as needed using a combination of in-house and Ulster BOCES training. A minimum of six hours of training will be received for recertification purposes. 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. Lead evaluators will be certified by the Board of Education and periodically recertified, as needed.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

- | | |
|---|---------|
| 6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured. | Checked |
|---|---------|

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Thursday, March 27, 2014

Page 1

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

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

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

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

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

K-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, May 12, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS Grades 3-5 ELA Assessments
6-8	(a) achievement on State assessments	NYS Grades 6-8 ELA Assessments
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents Examination/Common Core 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 NYS Comprehensive English Regents Examination/Common Core English Regents Examination.</p> <p>Note: Both the NYS Comprehensive English Regents and the Common Core English Regents will be offered to students enrolled in Common Core courses. The higher of the two scores will be used in accordance with SED guidance, so long as</p>
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permitted by SED.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

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/Common Core English Regents for a principal to be in the Highly Effective range.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

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.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

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.

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

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.

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

(No response)

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

assets/survey-uploads/12190/990059-qBFVOWF7fC/Principals 15 or 20 points local revised.doc

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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 assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

After determining the percentage of students in each building who meet or exceed their achievement targets in each building, 1 point will be added to the building-wide score if as of May 1, 30-34.9% of the students in the building are eligible for Free and Reduced Lunch, and 2 points will be added to the building-wide score if as of May 1st, 35% or more of the students in the building are eligible for a Free or Reduced Lunch. If less 30% of the students in the building are eligible for a Free or Reduced Lunch as of May 1st, then no points shall be added to the building principal's score. In no case will a principal's HEDI score be increased by more than two points. If the building wide score is zero (0), no additional points will be added to the building principal's score and in no instance will a score exceed 20 points (or 15 points upon the State's introduction of a value-added growth measure).

The parties have agreed upon this measure because of the correlation between student performance and socioeconomic status. The socioeconomic status of the District's student population is determined by factors outside of the District's control. There will be no problematic incentives associated with this control as principals do not have control of the building rosters.

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, July 16, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
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 updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

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

- a. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- b. The principal practice rubric will be assigned sixty points of the total sixty points for Other Measures.
- c. The total number of assigned points shall be allocated to the domains 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 dimension
 - A rating of Developing earns 82.5% of the points allocated for that dimension
 - A rating of Effective earns 96% of the points allocated for that dimension
 - A rating of Highly Effective earns 100% of the points allocated for that dimension

- 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. In no instance will rounding rules cause a principal to move into a different HEDI performance category.

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/12205/990060-pMADJ4gk6R/Local Sixty Point allocation and distribution 5.12.14.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 Tuesday, April 30, 2013

Updated Friday, February 21, 2014

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.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, July 16, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/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:

1. 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 (in compliance with Education Law Section 3012-c) once an appeal has been filed. Within seven (7) calendar days of the hearing regarding the principal's appeal of his/her 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 within ten (10) calendar days of the hearing, 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.

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

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

Lead Evaluator Training: The Board of Education will ensure that all lead evaluators have been trained and certified in accordance with NYS regulations. All evaluators will be trained 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 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;
- 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 by the Board of Education as

lead evaluators. The lead evaluators 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 by the Board of Education. 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, through a minimum of two full days of training.

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 | Checked |
|---|---------|

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, July 23, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/990063-3Uqgn5g9Iu/Highland - District APPR Joint Certification Form.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

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

Point Assignment – Section 3.3

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%		63-89%		40-62%		0-39%	
% of Students Meeting the Achievement Target or Growth Target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	15	95-100	13	85-89	7	59-62	2	21-39
	14	90-94	12	82-84	6	56-58	1	11-20
			11	78-81	5	53-55	0	0-10
			10	74-77	4	50-52		
			9	70-73	3	40-49		
			8	63-69				

Point Assignment – Section 3.13

Highland Central School District

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

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	90-100%		63-89%		40-62%		0-39%	
% of Students Meeting the Growth Target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	98-100	17	84-89	8	59-62	2	21-39
	19	94-97	16	82-83	7	56-58	1	11-20
	18	90-93	15	80-81	6	54-55	0	0-10
			14	78-79	5	52-53		
			13	76-77	4	50-51		
			12	74-75	3	40-49		
			11	72-73				
			10	70-71				
		9	63-69					

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

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	90-100%		63-89%		40-62%		0-39%	
% of Students Meeting the Achievement Target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	98-100	17	84-89	8	59-62	2	21-39
	19	94-97	16	82-83	7	56-58	1	11-20
	18	90-93	15	80-81	6	54-55	0	0-10
			14	78-79	5	52-53		
			13	76-77	4	50-51		
			12	74-75	3	40-49		
			11	72-73				
			10	70-71				
		9	63-69					

Section 4.5

Teacher Local 60 Points Calculation Spreadsheet - Highland Central School District

	Entry by Administrator = H,E,D or I	=Points assigned	Total Possible Points = 100%	Sub-totals		Highly Effective = 100%	Effective = 96.0%	Developing = 88%	Ineffective = 0%
1a	H	3.00	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	H	3.00	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	H	3.00	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	H	3.00	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		57.12		14	23%				
Final Total		E 57.00	60.00	60	100%	60.00	57.60	52.80	0.00

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Local 60 Point Allocation – Section 4.5

Danielson 2011 Revised Framework for Teaching	
Total Point Value	
1. PLANNING & PREPARATION: 14 Points	
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
2. THE CLASSROOM ENVIRONMENT: 16 Points	
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
3. INSTRUCTION: 16 Points	
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
4. PROFESSIONAL RESPONSIBILITIES: 14 Points	
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
Total Possible Points: 60	

**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.

--

_____	_____	Date of Completion (if applicable)
Teacher's Signature	Date	<input type="checkbox"/> Completed
		<input type="checkbox"/> 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**

TABLE 1 (15 point scale)

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

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

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	14-15		8-13		3-7		0-2	
Target Range	58%-100%		35%-57%		15%-34%		0-14%	
Target Attainment Achievement	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	15	66-100	13	54-57	7	20-34	2	10-14
	14	58-65	12	50-53	6	18-19	1	6-9
			11	46-49	5	17	0	0-5
			10	42-45	4	16		
			9	38-41	3	15		
			8	35-37				

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

TABLE 2 (20 point scale)

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

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

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target Range	58%-100%		35%-57%		15%-34%		0-14%	
Target Attainment Achievement	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	90-100	17	55-57	8	20-34	2	10-14
	19	66-89	16	51-54	7	19	1	6-9
	18	58-65	15	45-50	6	18	0	0-5
			14	40-44	5	17		
			13	39	4	16		
			12	38	3	15		
			11	37				
			10	36				
			9	35				

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

TABLE 3 (15 point scale)

Local Measure of Student Achievement - High School Principal

Based upon the data from Comprehensive Regents Examination in English in Grades 9-12

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

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

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

TABLE 4 (20 point scale)

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

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

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target Range	79%-100%		50%-78%		15%-49%		0-14%	
Target Attainment Achievement	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	91-100	17	74-78	8	43-49	2	10-14
	19	86-90	16	69-73	7	36-42	1	6-9
	18	79-85	15	64-68	6	29-35	0	0-5
			14	62-63	5	24-28		
			13	60-61	4	20-23		
			12	58-59	3	15-19		
			11	55-57				
			10	52-54				
			9	50-51				

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	H	3.50	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
			7	12%				
2a	H	4.00	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	E	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
			22	37%				
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	H	4.00	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
			17	28%				
4a	E	2.88	3.00	43%	3.00	2.88	2.48	0.00
4b	H	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
			7.00	12%				
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
			5.00	8%				
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
Raw Score		57.02	2.00	3%				
Final Total		E 57.00	60.00	60 100%	60.00	57.60	49.50	0.00

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
Domain 1: Shared Vision of Learning	7
a. Culture	3.5
b. Sustainability	3.5
Domain 2: School Culture & Instructional Program	22
a. Culture	4
b. Instructional Program	5
c. Capacity Building	5
d. Sustainability	4
e. Strategic Planning Process	4
Domain 3: Safe, Efficient, Effective Learning Environment	17
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	5
Domain 4: Community	7

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

PRINCIPAL IMPROVEMENT PLAN

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Deborah A. Walsh 7/23/14

Teachers Union President Signature: Date:

Paul J. Jeter 7/23/14

Administrative Union President Signature: Date:

Barbara E. Croy 7/23/14

Board of Education President Signature: Date:

Deborah A. Walsh 7/23/14