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

Commissioner of Education
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June 20, 2014

Revised

Cathy Fabiatos, Superintendent
Holland Central School District
103 Canada Street
Holland, NY 14080

Dear Superintendent Fabiatos:

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: David P. O'Rourke

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Friday, November 08, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 141701040000

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

141701040000

1.2) School District Name: HOLLAND CSD

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

HOLLAND 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 Thursday, May 15, 2014

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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	School-or BOCES-wide, group or team results based on State assessments	New York State ELA Assessments in grades 4,5, and 6
1	School-or BOCES-wide, group or team results based on State assessments	New York State ELA Assessments in grades 4,5, and 6
2	School-or BOCES-wide, group or team results based on State assessments	New York State ELA Assessments in grades 4,5, and 6

	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.	The district will use the mean growth percentile of all students taking the New York State ELA assessment in grades 4, 5, and 6 to compute a HEDI score for K-2 teachers. 3rd grade teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use this data to establish individual growth targets for students on the New York State Grade 3 ELA Assessment. For all 3rd grade teachers, the percentage of students reaching their targets will be used to compute the HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 65 to 99. 3rd

	grade teachers receiving this designation will have 81-100% of their students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 43 to 64. 3rd grade teachers receiving this designation will have 61- 80% of their students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 30 to 42. 3rd grade teachers receiving this designation will have 41- 60% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 1 to 29. 3rd grade teachers receiving this designation will have 0 - 40% of their students reaching their target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State Math Assessments in Grades 4, 5, and 6
1	School-or BOCES-wide, group or team results based on State assessments	New York State Math Assessments in Grades 4, 5, and 6
2	School-or BOCES-wide, group or team results based on State assessments	New York State Math Assessments in Grades 4, 5, and 6

	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.	The district will use the mean growth percentile of all students taking the New York State Math assessment in grades 4, 5, and 6 to compute a HEDI score for K-2 teachers. 3rd grade teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use this data to establish individual growth targets for students on the New York State Grade 3 Math Assessment. For all 3rd grade teachers, the percentage of students reaching their targets will be used to compute the HEDI score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 65 to 99. 3rd grade teachers receiving this designation will have 81- 100% of their students reaching their target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 43 to 64. 3rd grade teachers receiving this designation will have 61- 80% of their students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 30 to 42. 3rd grade teachers receiving this designation will have 41- 60% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2 teachers will receive this designation if the mean growth percentile for all students in grades 4, 5, and 6 is 1 to 29. 3rd grade teachers receiving this designation will have 0 - 40% of their students reaching their target.

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	Holland Central School developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	Holland Central School developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use this data to establish individual growth targets for students. The teacher's HEDI score will be based on the percentage of students who meet or exceed their growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 81 - 100% of their students reaching their target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 61 - 80% of their students reaching their target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 41 - 60% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 0 - 40% of their students reaching their target.

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	Holland Central School developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	Holland Central School developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Holland Central School developed 8th grade social studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use this data to establish individual growth targets for students. The teacher's HEDI score will be based on the percentage of students who meet or exceed their growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 81 - 100% of their students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 61 - 80% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 41 - 60% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 - 40% of their students reaching their target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	New York State Grades 7-8 ELA Assessment and NYS Comprehensive English Regents 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.	For Global 1 teachers, the district will first find the Mean Growth Percentile for all students taking the New York State Grade 7 and 8 ELA Assessments. The district will use the designated HEDI scale to compute a score out of 20 points for this measure. The district will also calculate the school-wide percentage of students achieving the minimum rigor expectation for growth of 75 or higher on the NYS English Comprehensive Regents Assessment. The district will use the designated HEDI scale to compute a score out of 20 points for this measure. Both of these measures will be weighted by the number of students covered by each SLO and added together to compute a final HEDI score for Global 1 teachers. Global 2 and American History teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use pre-assessment data to establish individual growth goals for students for those Regents examinations. The Global 2 and American History teachers' HEDI scores will be based on the percentage of students who meet or exceed their growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Global 2 and American History teachers receiving this designation will have 81 - 100% of their students reaching their target. See attached HEDI scales for Global 1 teachers.
Effective (9 - 17 points) Results meet District goals for similar students.	Global 2 and American History teachers receiving this designation will have 61 - 80% of their students reaching their target. See attached HEDI scales for Global 1 teachers.
Developing (3 - 8 points) Results are below District goals for similar students.	Global 2 and American History teachers receiving this designation will have 41 - 60% of their students reaching their target. See attached HEDI scales for Global 1 teachers.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Global 2 and American History teachers receiving this designation will have 0 - 40% of their students reaching their target. See attached HEDI scales for Global 1 teachers.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use this data to

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	establish individual growth goals for students. The HEDI score will be based on the percentage of students reaching their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 81 - 100% of their students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 61 - 80% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 41 - 60% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 - 40% of their students reaching their target.

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.	Teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use this data to establish individual growth goals for students. The HEDI score will be based on the percentage of students reaching their targets. Our district will be offering both the Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents to students in Common Core courses. The higher of the two assessment scores for each student will be utilized when computing teacher HEDI scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 81 - 100% of their students reaching their target.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have 61 - 80% of their students reaching their target.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have 41 - 60% of their students reaching their target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have 0 - 40% of their students reaching their target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
Grade 11 ELA	Regents assessment	NYS English Comprehensive Regents Assessment

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.	For English 9 and 10 teachers, the district will first find the Mean Growth Percentile for all students taking the New York State Grade 7 and 8 ELA Assessments. The district will use the designated HEDI scale to compute a score out of 20 points for this measure. The district will also calculate the school-wide percentage of students achieving the minimum rigor expectation for growth of a 75 or higher on the NYS English Regents assessment. The district will use the designated HEDI scale to compute a score out of 20 points for this measure. Both of these measures will be weighted by the number of students covered by each SLO and added together to compute a final HEDI score for English 9 and 10 teachers. English 11 teachers will administer a pre-assessment in order to gather baseline data. Teachers and principals will use pre-assessment data to establish individual growth goals for students for the NYS English Regents assessment. The HEDI score will be based on the percentage of students that reach their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	English 11 teachers receiving this designation will have 81 - 100% of their students reaching their target. See attached HEDI scales for English 9 and English 10 teachers.
Effective (9 - 17 points) Results meet District goals for similar students.	English 11 teachers receiving this designation will have 61 - 80% of their students reaching their target. See attached HEDI scales for English 9 and English 10 teachers.
Developing (3 - 8 points) Results are below District goals for similar students.	English 11 teachers receiving this designation will have 41 - 60% of their students reaching their target. See attached HEDI scales for English 9 and English 10 teachers.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	English 11 teachers receiving this designation will have 0 - 40% of their students reaching their target. See attached HEDI scales for English 9 and English 10 teachers.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other 9-12 ELA Teachers not named above	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All other 9-12 Math Teachers not named above	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All other 9-12 Social Studies Teachers not named above	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All other 9-12 Science Teachers not named above	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 LOTE Teachers	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 Physical Education Teachers	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 Art Teachers	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 Music Teachers	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 Occupation Education Teachers	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 Health Teachers	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 Library Media Specialists	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All 7-12 AIS teachers, Self Contained Special Education Teachers, and Special Education Consultant Teachers	School/BOCES-wide/group/team results based on State	New York State Grade 7 and 8 ELA Assessments and the NYS English Comprehensive Regents Assessment
All K-6 Physical Education Teachers	School/BOCES-wide/group/team results based on State	New York State Grades 4-6 ELA Assessments
All K-6 Art Teachers	School/BOCES-wide/group/team results based on State	New York State Grades 4-6 ELA Assessments
All K-6 Music Teachers	School/BOCES-wide/group/team results based on State	New York State Grades 4-6 ELA Assessments
All K-6 Library Media Specialists	School/BOCES-wide/group/team results based on State	New York State Grades 4-6 ELA Assessments

All K-6 AIS Teachers, Special Education Consultant Teachers, and Self Contained Special Education Teachers	School/BOCES-wide/group/team results based on State	New York State Grades 4-6 ELA 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.	For 7-12 teachers, the district will first find the Mean Growth Percentile for all students taking the New York State Grades 7 and 8 ELA Assessments. The district will use the designated HEDI scale to compute a score out of 20 points for this measure. The district will also calculate the school-wide percentage of students achieving the minimum rigor expectation for growth of a 75 or higher on the NYS English Regents assessment. The district will use the designated HEDI scale to compute a score out of 20 points for this measure. Both of these measures will be weighted by the number of students covered by each SLO and added together to compute a final HEDI score for 7-12 teachers. For K-6 teachers, the district will find the Mean Growth Percentile for all students taking the New York State Grades 4, 5, and 6 ELA Assessments. The district will use the designated HEDI scale to compute a score out of 20 points for K-6 teachers.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attached HEDI scales
Effective (9 - 17 points) Results meet District goals for similar students.	see attached HEDI scales
Developing (3 - 8 points) Results are below District goals for similar students.	see attached HEDI scales
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attached HEDI scales

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/749366-TXEtxx9bQW/HCSD revised HEDI charts for growth.pdf

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 controls in place.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Monday, June 16, 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	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	4) State-approved 3rd party assessments	AIMSWEB

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.	Teachers will administer both a diagnostic and final assessment created by AIMSweb to students. The teachers will use the Rate of Improvement or ROI (as defined by AIMSweb) multiplied by 33 weeks and added to the diagnostic score to set individual targets for students to achieve on the final assessment. Teachers' HEDI scores will be based on the percentage of students achieving their individual growth targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 81 to 100% of their students achieve their individual targets.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 61 to 80% of their students achieve their individual targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 41 to 60% of their students achieve their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0 to 40% of their students achieve their individual 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	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	4) State-approved 3rd party assessments	AIMSWEB

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will administer both a diagnostic and final assessment created by AIMSweb to students. The teachers will use the Rate of Improvement or ROI (as defined by AIMSweb) multiplied by 33 weeks and added to the diagnostic score to set individual targets for students to achieve on the final assessment. Teachers' HEDI scores will be based on the percentage of students achieving their individual growth targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 81 to 100% of their students achieve their individual targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 61 to 80% of their students achieve their individual targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 41 to 60% of their students achieve their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0 to 40% of their students achieve their individual targets.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/749367-rhJdBgDruP/Local HEDI charts for 3.3.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment

K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will administer both a diagnostic and final assessment created by AIMSweb to students. The teachers will use the Rate of Improvement or ROI (as defined by AIMSweb) multiplied by 33 weeks and added to the diagnostic score to set individual targets for students to achieve on the final assessment. Teachers' HEDI scores will be based on the percentage of students achieving their individual growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 81 to 100% of their students achieve their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 61 to 80% of their students achieve their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 41 to 60% of their students achieve their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0 to 40% of their students achieve their individual 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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	4) State-approved 3rd party assessments	AIMSWEB
3	4) State-approved 3rd party assessments	AIMSWEB

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will administer both a diagnostic and final assessment created by AIMSweb to students. The teachers will use the Rate of Improvement or ROI (as defined by AIMSweb) multiplied by 33 weeks and added to the diagnostic score to set individual targets for students to achieve on the final assessment. Teachers' HEDI scores will be based on the percentage of students achieving their individual growth targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 81 to 100% of their students achieve their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 61 to 80% of their students achieve their individual targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 41 to 60% of their students achieve their individual targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0 to 40% of their students achieve their individual 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	5) District, regional, or BOCES–developed assessments	Holland Central School Developed 6 grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Holland Central School Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	6th and 7th grade science teachers will receive a HEDI score based on the percentage of their students who achieve a 65 or higher on the Holland-developed assessment. 8th grade science teachers will receive a HEDI score based on the percentage of their students who meet or exceed the achievement target of a level two on the New York State Grade 8 Science Assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	6th and 7th grade science teachers receiving this designation will have 81 to 100% of their students scoring a 65 or higher on the Holland-developed assessment. 8th grade science teachers receiving this designation will have 81 to 100% of their students meeting or exceeding the achievement target on the NYS Grade 8 Science assessment.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	6th and 7th grade science teachers receiving this designation will have 61 to 80% of their students scoring a 65 or higher on the Holland-developed assessment. 8th grade science teachers receiving this designation will have 61 to 80% of their students meeting or exceeding the achievement targeton the NYS Grade 8 Science assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	6th and 7th grade science teachers receiving this designation will have 41 to 60% of their students scoring a 65 or higher on the Holland-developed assessment. 8th grade science teachers receiving this designation will have 41 to 60% of their students meeting or exceeding the achievement target on the NYS Grade 8 Science assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	6th and 7th grade science teachers receiving this designation will have 0 to 40% of their students scoring a 65 or higher on the Holland-developed assessment. 8th grade science teachers receiving this designation will have 0 to 40% of their students meeting or exceeding the achievement target on the NYS Grade 8 Science assessment.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Holland Central School Developed Grade 6 Social Studies Assessmemt
7	5) District, regional, or BOCES–developed assessments	Holland Central School Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Holland Central School Developed Grade 8 Social Studies Assesssment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will receive a HEDI score based on the percentage of students who achieve a 65 or higher on the Holland-developed assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 81-100% of their students achieving a 65 or higher on the Holland-developed assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 61-80% of their students achieving a 65 or higher on the Holland-developed assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 41-60% of their students achieving a 65 or higher on the Holland-developed assessment.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-40% of their students achieving a 65 or higher on the Holland-developed assessment.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Holland Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History and Geography Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	NYS U.S. History and Government 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.	Global 1 teachers will receive a HEDI score based on the percentage of their students who achieve a 65 or higher on the Holland Developed Global 1 Assessment. Global 2 and American History teachers will receive a HEDI score based on the percentage of their students who achieve a 65 or greater on the New York State Global and U.S. History Regents examinations, respectively.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Global I teachers receiving this designation will have 81-100% of their students achieving a 65 or higher on the Holland Developed Global 1 Assessment. Global 2 and American History teachers receiving this designation will have 81-100% of their students achieving a 65 or higher on the New York State Global and U.S. History Regents examinations, respectively.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Global I teachers receiving this designation will have 61-80% of their students achieving a 65 or higher on the Holland Developed Global 1 Assessment. Global 2 and American History teachers receiving this designation will have 61-80% of their students achieving a 65 or higher on the New York State Global and U.S. History Regents examinations, respectively.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Global I teachers receiving this designation will have 41-60% of their students achieving a 65 or higher on the Holland Developed Global 1 Assessment. Global 2 and American History teachers receiving this designation will have 41-60% of their students achieving a 65 or higher on the New York State Global and U.S. History Regents examinations, respectively.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Global I teachers receiving this designation will have 0-40% of their students achieving a 65 or higher on the Holland Developed Global 1 Assessment. Global 2 and American History teachers receiving this designation will have 0-40% of their students achieving a 65 or higher on the New York State Global and U.S. History Regents examinations, respectively.

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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics 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.	Teachers will receive a HEDI score based on the percentage of their students who achieve a 65 or higher on the New York State Regents examination.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 81-100% of their students achieving a 65 or higher on the New York State Regents examination.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 61-80% of their students achieving a 65 or higher on the New York State Regents examination.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 41-60% of their students achieving a 65 or higher on the New York State Regents examination.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-40% of their students achieving a 65 or higher on the New York State Regents examination.

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	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 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.	Teachers will receive a HEDI score based on the percentage of their students who achieve a 65 or higher on the New York State Regents examination. The district will offer both the NYS Integrated Algebra Regents Assessment and the NYS Common Core Algebra Regents Assessment, and the higher of the two scores will be counted when a student takes both assessments.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 81-100% of their students achieving a 65 or higher on the New York State Regents examination.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 61-80% of their students achieving a 65 or higher on the New York State Regents examination.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 41-60% of their students achieving a 65 or higher on the New York State Regents examination.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0-40% of their students achieving a 65 or higher on the New York State Regents examination.

3.11) High School English Language Arts

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

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

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

Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Holland Developed ELA 10 Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English 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.	English 9 and English 10 teachers will receive a HEDI score based on the percentage of their students who achieve a 65 or higher on the Holland Developed Assessments. English 11 teachers will receive a HEDI score based on the percentage of their students who achieve a 65 or higher on the NYS Comprehensive English Regents assessment.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive this designation if 81-100% of their students taking the assessment achieve a 65 or higher.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive this designation if 61-80% of their students taking the assessment achieve a 65 or higher.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive this designation if 41-60% of their students taking the assessment achieve a 65 or higher.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive this designation if 0-40% of their students taking the assessment achieve a 65 or higher.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other 9-12 ELA Teachers not named above	5) District/regional/BOCES–developed	Holland Developed 9-12 ELA Assessment
	All other 9-12 Math Teachers not named above	5) District/regional/BOCES–developed	Holland Developed 9-12 Math Assessment
	All other 9-12 Social Studies Teachers not named above	5) District/regional/BOCES–developed	Holland Developed 9-12 Social Studies Assessment
	All other 9-12 Science Teachers not named above	5) District/regional/BOCES–developed	Holland Developed 9-12 Science Assessment

	All 7-12 LOTE Teachers	5) District/regional/BOCES–developed	Holland Developed 7-12 LOTE Assessment
	All 7-12 Physical Education Teachers	5) District/regional/BOCES–developed	Holland Developed 7-12 Physical Education Assessment
	All 7-12 Art Teachers	5) District/regional/BOCES–developed	Holland Developed 7-12 Art Assessment
	All 7-12 Music Teachers	5) District/regional/BOCES–developed	Holland Developed 7-12 Music Assessment
	All 7-12 Occupational Education Teachers	5) District/regional/BOCES–developed	Holland Developed 7-12 Occupational Education Assessment
	All 7-12 Health Teachers	5) District/regional/BOCES–developed	Holland Developed 7-12 Health Assessment
	All 9-12 AIS Teachers	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
	All 9-12 Self Contained Special Education Life Skills Teachers	5) District/regional/BOCES–developed	Holland Developed 9-12 Life Skills Assessment
	All K-6 Physical Education Teachers	5) District/regional/BOCES–developed	Holland Developed K-6 Physical Education Assessment
	All K-6 Art Teachers	5) District/regional/BOCES–developed	Holland Developed K-6 Art Assessment
	All K-6 Music Teachers	5) District/regional/BOCES–developed	Holland Developed K-6 Music Assessment
	All K-6 Library Media Specialists	6(ii) School wide measure computed locally	AIMSWEB
	All K-6 AIS Teachers	4) State-approved 3rd party	AIMSWEB
	All 5th grade Science Teachers	5) District/regional/BOCES–developed	Holland Developed 5th Grade Science Assessment
	All 5th grade Social Studies Teachers	5) District/regional/BOCES–developed	Holland Developed 5th Grade Social Studies Assessment
	All 7-8 AIS Teachers	4) State-approved 3rd party	AIMSWEB

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.	For courses ending in an AIMSWEB assessment, teachers will use the Rate of Improvement or ROI (as defined by AIMSweb) multiplied by 33 weeks and added to the diagnostic score to set individual growth targets for students to achieve on the final assessment. All K-6 Library Media Specialists will receive a HEDI score based on the school wide percentage of the students in their building who achieve their individual growth targets on the AIMSweb reading assessments. All K-8 AIS teachers will receive a HEDI score based on the percentage of their students who achieve their individual growth targets on the AIMSweb reading assessments. All 9-12 Self-Contained Special Education and Life Skills teachers will administer a pre-assessment and use those results to set individual targets for their students as approved by the principal. 9-12 Self-Contained Special Education and Life Skills teachers will receive a HEDI score based on the average number of growth points earned by students (see attached HEDI chart). K-12 music teachers will receive a HEDI score based on the amount of growth demonstrated by their performance ensembles. K-12 music teachers will give a pre and post assessment. Both will be scored using the same rubric. A HEDI score for K-12 music teachers will be calculated by using the difference in total points scored on the pre and post assessments. K-6 Physical Education teachers will give a pre-assessment and final assessment. HEDI Scores for K-6 Physical Education teachers will be based on the percentage of their students who meet their individual growth targets on the final assessment which have been previously approved by the teacher and principal based on baseline data. All other teachers will administer a Holland Central School District developed final assessment. Their HEDI scores will be based on the percentage of their students achieving a 65 or higher on the Holland Central School District developed assessment. All individual student growth targets that are set by teachers will be approved by principals.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	K-6 Library Media Specialists will receive this designation if the school wide percentage of the students in their building who achieve their individual targets on the AIMSweb reading assessments is 81-100%. K-8 AIS will receive this designation if 81-100% of the students achieve their targets on the AIMSweb reading assessments. 9-12 Self-Contained Special Education and Life Skills teachers will receive this designation if the average number of growth points earned by their students is 3.5 to 4. K-12 music teachers will receive this designation if their performance ensembles achieve a score that is 13 or more points higher than their pre-assessment score. K-6 Physical Education Teachers will receive this designation if 81-100% of their students meet their individual growth targets. All other teachers will receive this designation if 81-100% of their students achieve a 65 or higher on the Holland Central School District developed assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 Library Media Specialists will receive this designation if the school wide percentage of the students in their building who achieve their individual targets on the AIMSweb reading assessments is 61-80%. K-8 AIS teachers will receive this designation if 61-80% of the students achieve their targets on the AIMSweb reading assessments. 9-12 Self-Contained Special Education and Life Skills teachers will receive this designation if the average number of growth points earned by their students is 2.5 to 3.4. K-12 music teachers will receive this designation if

	their performance ensembles achieve a score that is 6 to 12 points higher than their pre-assessment score. K-6 Physical Education Teachers will receive this designation if 61-80% of their students meet their individual growth targets. All other teachers will receive this designation if 61-80% of their students achieve a 65 or higher on the Holland Central School District developed assessment.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 Library Media Specialists will receive this designation if the school wide percentage of the students in their building who achieve their individual targets on the AIMSweb reading assessments is 41-60%. K-8 AIS teachers will receive this designation if 41-60% of the students achieve their targets on the AIMSweb reading assessments. 9-12 Self-Contained Special Education and Life Skills teachers will receive this designation if the average number of growth points earned by their students is 1.5 to 2.4. K-12 music teachers will receive this designation if their performance ensembles achieve a score that is 1 to 5 points higher than their pre-assessment score. K-6 Physical Education Teachers will receive this designation if 41-60% of their students meet their individual growth targets. All other teachers will receive this designation if 41-60% of their students achieve a 65 or higher on the Holland Central School District developed assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 Library Media Specialists will receive this designation if the school wide percentage of the students in their building who achieve their individual targets on the AIMSweb reading assessments is 0-40%. K-8 AIS teachers will receive this designation if 0-40% of the students achieve their targets on the AIMSweb reading assessments. 9-12 Self-Contained Special Education and Life Skills teachers will receive this designation if the average number of growth points earned by their students is 1 to 1.4. K-12 music teachers will receive this designation if their performance ensembles achieve a score that is the same or lower than their pre-assessment score. K-6 Physical Education Teachers will receive this designation if 0-40% of their students meet their individual growth targets. All other teachers will receive this designation if 0-40% of their students achieve a 65 or higher on the Holland Central School District developed assessment. .

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/12149/749367-y92vNseFa4/HCSD Revised HEDI charts 3.13.pdf

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.

No Controls in Place

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 with multiple locally selected measures, a HEDI score for each course will be computed separately. Each score will then be multiplied by the percentage of the total students being measured. These scores will then be added together to determine a final HEDI score. Final scores will be rounded to the nearest whole number.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, May 27, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

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

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

60 points (60% of the total 100 points) will be based on multiple observations and the review of artifacts placed in a teacher portfolio or evidence folder. 40 of the 60 points will be determined through multiple teacher observations. Every tenured teacher will receive one formal, scheduled observation and at least one, but up to two unannounced and unscheduled walk-throughs. Every non-tenured teacher will receive two formal, scheduled observations and at least one, but up to two unannounced and unscheduled walk-throughs. Domains 2 and 3 of Charlotte Danielson's Framework for Teaching 2011 rubric will be used to evaluate teachers during classroom observations. Every teacher will receive a rating of 1-4 points for each of the 5 components in Domains 2 and 3. The ratings for these components in Domains 2 and 3 will be added together to get a total score out of 40 points. Evaluators will collect evidence on as many components in Domains 2 and 3 as possible during each observation or walk-through. The best score for each component will be used to calculate the final score out of 40 points. 10 out of the 60 points will be determined by using Charlotte Danielson's Framework for Teaching 2011 Domain 1 to evaluate the artifacts and evidence in each teacher's portfolio or evidence folder. Teachers will receive a rating of 1-4 points for each of the six components in Domain 1. These ratings will be added together to determine a total score out of 24 points. The point conversion chart will be used to convert this score to a score out of 10 points. 10 out of the 60 points will be determined by using Charlotte Danielson's Framework for Teaching 2011 Domain 4 to evaluate the artifacts and evidence in each teacher's portfolio or evidence folder. Teachers will receive a rating of 1-4 points for each of the six components in Domain 4. These

ratings will be added together to determine a total score out of 24 points. The point conversion chart will be used to convert this score to a score out of 10 points. The final score out of 40 points for teacher observations, the final score out of 10 points for artifacts in the evidence folder related to Domain 1, and the final score out of 10 points for artifacts in the evidence folder related to Domain 4 will be added together to determine a score out of 60 points. The APPR % Point Conversion Chart will be used to convert that score to a final score out of 60 points.

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/12179/749368-eka9yMJ855/HCSD Revised Teacher Conversion Charts.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60 Points earned as stated above-10% based on Charlotte Danielson's Domain 1 (Planning & Preparation), 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction), 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 Points earned as stated above-10% based on Charlotte Danielson's Domain 1 (Planning & Preparation), 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction), 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 Points earned as stated above-10% based on Charlotte Danielson's Domain 1 (Planning & Preparation), 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction), 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 Points earned as stated above-10% based on Charlotte Danielson's Domain 1 (Planning & Preparation), 40% on Charlotte Danielson's Domain 2 (Classroom Environment) and Domain 3 (Instruction), 10% on Charlotte Danielson's Domain 4 (Professional Responsibilities).

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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 Friday, November 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Tuesday, May 06, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/749370-Df0w3Xx5v6/Holland TIP form.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A Covered Unit Member may challenge only the substance of an APPR, the District’s adherence to the standards and methodologies required for such Review, the District’s compliance with its procedures and timelines for conducting and issuing the APPR and the Regulations of the Commissioner, and/or implementation of a teacher improvement plan (TIP).
An APPR or TIP challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A

teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.
All challenges must be submitted within ten work days of the issuance of the Annual Professional Performance Review which is the subject of the challenge, or it is deemed waived. Work days shall be only days students are in session. The Administrator will schedule a meeting within seven work days after the receipt of the challenge to discuss the challenge. A Covered Unit Member may select an Association representative to participate in the meeting. Within ten work days of the meeting, the Administrator conducting the Annual Professional Performance Review shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the District's response and are relevant to the resolution of the appeal.
If any Covered Unit Member received a rating of ineffective or developing or a TIP and disagrees with the Administrator's response to the challenge, the teacher may submit the challenge, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven work days of receipt of the Administrator's response. A meeting will be scheduled within seven work days of the Superintendent's receipt of these materials to discuss the appeal. A Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten work days thereafter. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section. The teacher retains any defenses he or she may have in the event the APPR is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time, including the duration of time in which there is a pending appeal under this section, as long as the termination or denial of tenure is without regard to the APPR and for statutorily and constitutionally permissible reasons other than the performance of the teacher, including but not limited to, misconduct. Any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement. The Teacher Improvement Plan (TIP) for a teacher who is rated ineffective or developing shall be developed by the District in consultation with the Teacher and a Holland Teachers' Association representative (if requested by the teacher according to the attached procedure). Any TIP implemented as a result of an APPR that is subsequently modified as a result of the challenge process shall also be modified accordingly.

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.

Training of Evaluators
The primary responsibility for evaluation of each employee rests with the immediate supervisor, who is normally that employee's building principal or designee. For building principals, the immediate supervisor is the Superintendent or designee mutually agreed upon by the District and the Association. The district will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees. Each Lead Evaluator (Principals) and other designated evaluators shall undergo such training to be certified by the school superintendent on an annual basis. This training will focus on the following subjects, as is consistent with the New York State regulations:

1. NYS Teaching Standards and ISSLC Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and Value-Added Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student growth/achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of English Language Learners (ELL) and students with disabilities.

Evaluators will need to complete at least 12 hours of training that is focused on topics 1, 4, 5, and 8. They will also need to complete at least 3 hours of training focused on topic 2. Evaluators need to complete at least one hour of training on topic 3, 6, 7, and 9.

The Superintendent will certify that evaluators have received the training required to complete the performance reviews as described in this document. The district will ensure that the evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Evaluator Certification

The Superintendent of Schools will be certified by the Board of Education at a meeting in June-August, or as needed.

APPR evaluators will be certified annually by the Superintendent. A recommendation will be made to the Board of Education in June-August, or as needed, to accept the Superintendent's recommendation for evaluators certification for the District.

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	Checked

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.	
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 Friday, November 08, 2013

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

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

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

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-6
7-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the value-added growth score(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)/courses(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

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.	All of our principals will receive a state provided growth measure, so this portion is not applicable.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	All of our principals will receive a state provided growth measure, so this portion is not applicable.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All of our principals will receive a state provided growth measure, so this portion is not applicable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All of our principals will receive a state provided growth measure, so this portion is not applicable.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	All of our principals will receive a state provided growth measure, so this portion is 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 Controls in Place

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, May 27, 2014

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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 growoth 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-6	(d) measures used by district for teacher evaluation	AIMSWEB and Holland Central School District Developed Assessments in grade 6 science and grade 6 social studies
	7- 12	(d) measures used by district for teacher evaluation	7-8 AIMSweb assessments, New York State Grade 8 Science Assessment and All Regents and Holland Developed Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	To determine a K-6 principal's HEDI score, the district will determine the number of students in the principal's building who achieved one year or more of growth on the AIMSweb assessment as defined by AIMSweb. The district will also determine the number of students who achieved a 65 or higher on the Holland Central School District Developed Assessments. These two numbers will be added together, divided by the total number of student tests given in the building, and multiplied by 100 to calculate the percentage that will be used to determine the K-6 prinicipal's HEDI score (see HEDI chart). To determine a 7-12 principal's HEDI score, the district will determine the number of students in the principal's building who achieved one year or more of growth on the AIMSweb assessment as defined by AIMSweb. The district will also determine the number of students who achieved a level 2 or higher on the New York State Grade 8 Science Assessment. The district will also determine the number of students who achieved a score of 65 or higher on Regents examinations and the number of students who achieved a 65 or higher on Holland Central School District developed assessments. These four numbers will be added together, divided by the total number of student tests given in the building, and multiplied by 100 to calculate the percentage that will be used to determine the 7-12 principal's HEDI score

	(see HEDI chart). Students enrolled in Common Core courses will take the Common Core Algebra Regents in addition to the Integrated Algebra Regents, using the higher of the two scores.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals receiving this designation will have 81-100% of the students in their building achieving one year or more of growth on the AIMSweb assessments and a score of 65 or higher on the Holland Central School District Developed Assessments. 7-12 principals receiving this designation will have 81-100% of the students in their building achieving one year or more of growth on the AIMSweb assessments, a level 2 or higher on the New York State Grade 8 Science Assessment, a score of 65 or higher on Regents examinations, and a score of 65 or higher on Holland Central School District developed assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals receiving this designation will have 61-80% of the students in their building achieving one year or more of growth on the AIMSweb assessments and a score of 65 or higher on the Holland Central School District Developed Assessments. 7-12 principals receiving this designation will have 61-80% of the students in their building achieving one year or more of growth on the AIMSweb assessments, a level 2 or higher on the New York State Grade 8 Science Assessment, a score of 65 or higher on Regents examinations, and a score of 65 or higher on Holland Central School District developed assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals receiving this designation will have 41-60% of the students in their building achieving one year or more of growth on the AIMSweb assessments and a score of 65 or higher on the Holland Central School District Developed Assessments. 7-12 principals receiving this designation will have 41-60% of the students in their building achieving one year or more of growth on the AIMSweb assessments, a level 2 or higher on the New York State Grade 8 Science Assessment, a score of 65 or higher on Regents examinations, and a score of 65 or higher on Holland Central School District developed assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-6 principals receiving this designation will have 0-40% of the students in their building achieving one year or more of growth on the AIMSweb assessments and a score of 65 or higher on the Holland Central School District Developed Assessments. 7-12 principals receiving this designation will have 0-40% of the students in their building achieving one year or more of growth on the AIMSweb assessments, a level 2 or higher on the New York State Grade 8 Science Assessment, a score of 65 or higher on Regents examinations, and a score of 65 or higher on Holland Central School District developed assessments.

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.

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	All of our principals will receive a value-added growth measure from the state, so this section is not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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.

No Controls in Place

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.

We will not be using multiple locally selected measures, so this is not applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Monday, June 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

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

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

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal's supervisor (the superintendent) will visit the building and observe the principal's work at least 3 times a year for 30 minutes or more each time. Feedback will be provided to the principal in written form within 10 business days of each visit. Prior to the end of the school year, the superintendent and principal will meet to review the principal's overall performance. At the end of the school year, the superintendent will give the principal a score of 1-4 points for each component in each domain of the Multidimensional Principal Performance Rubric based on multiple school visits and all evidence collected. The scores will be added to determine a final score out of 72 points. The principal may also provide documentation to support his or her performance in the different components of the rubric. The principal will also work with the superintendent to set three goals aligned with the "other" domain of the Multidimensional Principal Performance Rubric for goal setting and attainment and ISSLAC Standards, at the beginning of the school year. At least one goal must pertain to teacher effectiveness and at least one goal must pertain to the personal/professional growth of the principal. The principal and superintendent will decide how to measure whether or not each goal is achieved. The principal and superintendent will meet to discuss progress towards these goals throughout the year. At the end of the school year, the superintendent will give the principal a score of 1-4 points for each goal and a score of 1-4 points for the goal setting review meeting using the "other" domain for goal setting and attainment in the Multidimensional Principal Performance Rubric. These scores will be added together to determine a score out of 16 points. The overall score out of 72 points on the Multidimensional Principal Performance Rubric and the score out of 16 points for the goal setting process will be added together to determine a final raw score. The Holland Central School District MPPR/NYS APPR Conversion Chart will be used to convert the final raw score to a HEDI score out of 60 points.

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/12205/749373-pMADJ4gk6R/HCSD revised principal conversion chart.pdf

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

Highly Effective: Overall performance and results exceed standards.	50-60 points based on Administrative Multidimensional Professional Performance Review Evaluation Form + Goal Setting Form

Effective: Overall performance and results meet standards.	35-49 points based on Administrative Multidimensional Professional Performance Review Evaluation Form + Goal Setting Form
Developing: Overall performance and results need improvement in order to meet standards.	20-34 points based on Administrative Multidimensional Professional Performance Review Evaluation Form + Goal Setting Form
Ineffective: Overall performance and results do not meet standards.	0-19 points based on Administrative Multidimensional Professional Performance Review Evaluation Form + Goal Setting Form

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	50 - 60
Effective	35-49
Developing	20-34
Ineffective	0 - 19

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, May 06, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (60 points)	Overall Composite Score
Highly Effective	18-20	18-20	Ranges determined locally--see below	91-100
Effective	9-17	9-17		75-90
Developing	3-8	3-8		65-74
Ineffective	0-2	0-2		0-64

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

Highly Effective	50 - 60
Effective	35 - 49
Developing	20 - 34
Ineffective	0 - 19

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 Thursday, May 15, 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/12168/749375-Df0w3Xx5v6/Holland Principal Improvement Plan.pdf

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:

V. Appeal Process
1. A principal who receives a "Developing or Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process

described herein, whichever is later.
2. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012 c of the Education Law:
• Substance of the annual professional performance review
• The school district's adherence to standards and methodologies required for such reviews
• Adherence to Commissioner's Regulations, as applicable to such reviews
• Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans
• Issuance and/or compliance with terms of the principal improvement plan
3. A principal may not file more than one appeal on the same evaluation.
4. In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the petitioner seeks relief.
5. An appeal must be filed in writing within fifteen (15) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards. The act of mailing shall constitute filing.
6. An Appeal Panel will consist of:
1 District Office Administrator
1 BOCES level Administrator
1 Administrator mutually agreed upon by the administrative association and a superintendent from outside of the district

7. The Superintendent will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (l5) business days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.
8. The Appeal Panel and appellant will meet within ten (10) business days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
9. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, then the school district may refute the presentation, if the school district does present a case the principal will have the right to present a rebuttal case.
10. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. The decision on the appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal, the Superintendent and all members of the Appeal Panel.
11. In the event a principal receives a second evaluation rating of "developing or ineffective" the following year, the appeal panel will include an outside evaluator. The identification of the outside evaluator must be agreed upon in consultation with the principals by the Superintendent and Administrative Association President. At any point in the appeals process, the principal may enlist the support of the local or SAANYS association.

All timelines within this process will be timely and expeditious, in accordance with Education Law 3012-C.

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.

Training of Evaluators
The primary responsibility for evaluation of each employee rests with the immediate supervisor, who is normally that employee's building principal or designee. For building principals, the immediate supervisor is the Superintendent or designee mutually agreed upon by the District and the Association. The district will ensure that all evaluators are properly trained and certified to complete the performance reviews of professional employees. Each Lead Evaluator and other designated evaluators shall undergo such training to

be certified by the school superintendent on an annual basis. This training will focus on the following subjects, as is consistent with the New York State regulations:

1. NYS Teaching Standards and ISSLC Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and Value-Added Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student growth/achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of English Language Learners (ELL) and students with disabilities.

Evaluators will need to complete at least 12 hours of training that is focused on topics 1, 4, 5, and 8. They will also need to complete at least 3 hours of training focused on topic 2. Evaluators need to complete at least one hour of training on topic 3, 6, 7, and 9.

The Superintendent will certify that evaluators have received the training required to complete the performance reviews as described in this document. The district will ensure that the evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Evaluator Certification

The Superintendent of Schools will be certified by the Board of Education at a meeting in June-August, or as needed.

APPR evaluators will be certified annually by the Superintendent. A recommendation will be made to the Board of Education in June-August, or as needed, to accept the Superintendent's recommendation for evaluators certification for the District.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Thursday, June 19, 2014

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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/12158/749376-3Uqgn5g9Iu/Holland APPR Certification June 2014_1.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.

The following HEDI charts will be used to compute teacher scores for Growth on State Assessments or Other Comparable Measures:

For Grade 3 ELA and Math, 6-8 Science and Social Studies, and all Regents courses:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	86-90%	81-85%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	64-66%	61-63%	58-60%	55-57%	51-54%	48-50%	46-47%	41-45%	28-40%	15-27%	0 -14%

*Percentages will be rounded to the nearest whole percent when determining the points for the HEDI scoring.

For K-2 ELA and Math and all other non-Regents courses using team results:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
85-99	75-84	65-74	62-64	58-61	54-57	51-53	50	48-49	46-47	44-45	43	41-42	38-40	36-37	34-35	32-33	30-31	22-29	11-21	1 -10
91-100%	86-90%	81-85%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	64-66%	61-63%	58-60%	55-57%	51-54%	48-50%	46-47%	41-45%	28-40%	15-27%	0 -14%

*The top row of this chart is used to determine points aligned with the Mean Growth Percentile (MGP) for the New York State Grades 4-8 ELA assessments. The bottom row is used to determine points based on the percentage of students achieving a 75 or higher on the NYS English Regents Assessment. The district will compute one score for each building that will be used for all teachers to which this measure applies. If a building has more than one of the measures being used, scores will be weighted based on the number of students in each SLO. Percentages will be rounded to the nearest whole percent when determining the points for the HEDI scoring.

The following HEDI chart will be used to compute Local Scores for teachers who DO NOT have a value-added state growth measure:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	86-90%	81-85%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	64-66%	61-63%	58-60%	55-57%	51-54%	48-50%	46-47%	41-45%	28-40%	15-27%	0 -14%

*Percentages will be rounded to the nearest whole percent when determining the points for the HEDI scoring.

The following HEDI chart will be used to compute Local Scores for teachers who DO have a value-added state growth measure:

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	**9**	8	7	6	5	4	3	2	1	0
91-100%	81-90%	77-80%	73-76%	70-72%	67-69%	64-66%	61-63%	58-60%	54-57%	49-53%	45-48%	41-44%	28-40%	15-27%	0 -14%

*Percentages will be rounded to the nearest whole percent when determining the points for the HEDI scoring.

The following HEDI chart will be used to compute Local Scores for teachers who DO NOT have a value-added state growth measure:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	86-90%	81-85%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	64-66%	61-63%	58-60%	55-57%	51-54%	48-50%	46-47%	41-45%	28-40%	15-27%	0 -14%

*Percentages will be rounded to the nearest whole percent when determining the points for the HEDI scoring.

For self-contained special education teachers with small class sizes using a growth measure for their local measure, the following point system will be used:

Student Exceeded the Target = 4 points

Student Met the Target = 3 points

Student Almost Met the Target (missed it by 5 points or less) = 2 points

Student Missed the Target (by more than 5 points) = 1 point

Each student is awarded points based on his or her final assessment score in relation to the target set by the teacher. The average score out of 4 points is then computed for the entire class.

The following HEDI scale will be used to determine the HEDI score for special education teachers with small class sizes:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
3.9-4.0	3.7-3.8	3.5-3.6	3.4	3.3	3.1-3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.6	1.5	1.3-1.4	1.1-1.2	1.0

The following HEDI chart will be used to compute HEDI scores for K-12 music teachers only:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+15 and above	+14	+13	+12	+11	+10	+9	+8	+7*	+7^	+6*	+6^	+5*	+5^	+4	+3	+2	+1	+/-0	-1	-2 and below

*Indicates at least one domain on the Post Assessment Rubric is scored Above Standard.

^Indicates that no domains on the Post Assessment Rubric are scored Above Standard.

Holland Central School District

Point Conversion Chart for Danielson Domains 1 and 4

Points Received (of 24 possible)	Converts To	Points Receive (of 24 possible)	Converts To
6	0	20	9
7	4	21	9
8	4	22	10
9	5	23	10
10	6	24	10
11	6		
12	6		
13	7		
14	7		
15	7		
16	8		
17	8		
18	8		
19	9		

Holland Central School District

APPR % Point Conversion Chart for "Other 60%"

Overall Rubric Score	0 – 60 Distribution by Rating Category		Overall Rubric Score	0 – 60 Distribution by Rating Category
10	0		42	58
11	33		43	58
12	37		44	58
13	41		45	58
14	45		46	59
15	49		47	59
16	50		48	59
17	50		49	59
18	51		50	59
19	51		51	59
20	52		52	59
21	52		53	60
22	53		54	60
23	53		55	60
24	54		56	60
25	54		57	60
26	55		58	60
27	55		59	60
28	56		60	60
29	56			
30	56			
31	57			
32	57			
33	57			
34	57			
35	57			
36	57			
37	57			
38	58			
39	58			
40	58			
41	58			

HOLLAND CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN - DISCIPLINARY PHASE
ACTION PLAN FOR TEACHER IMPROVEMENT

Name: _____ **School:** _____

Grade Level/Curriculum Area: _____ **Date:** _____

Administrator: _____

I. Statement of Area Needing Improvement

II. Goals and objectives for improvement that are reasonable, measurable, and achievable

III. Time Line

IV. Monitoring System –to be defined by the administrator utilizing the assistance team, the Holland Teacher Association President / NYSUT representative.

V. Final Evaluation

- [ ] CONCERN RESOLVED. RETURN TO TRACK II.
- [ ] PROGRESS NOTED. EXTEND TIMELINE (review/revise original assistance plan).
- [ ] CONCERNS NOT RESOLVED. NO PROGRESS NOTED.
- [ ] RECOMMEND TERMINATION OF EMPLOYMENT.

Teacher Comments:

Administrators Comments:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

The following HEDI chart will be used to compute Local Scores for principals who DO NOT have a value-added state growth measure:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	86-90%	81-85%	79-80%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	64-66%	61-63%	58-60%	55-57%	51-54%	48-50%	46-47%	41-45%	28-40%	15-27%	0 -14%

*Percentages will be rounded to the nearest whole percent when determining the points for the HEDI scoring.

The following HEDI chart will be used to compute Local Scores for principals who DO have a value-added state growth measure:

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
91-100%	81-90%	77-80%	73-76%	70-72%	67-69%	64-66%	61-63%	58-60%	54-57%	49-53%	45-48%	41-44%	28-40%	15-27%	0 -14%

*Percentages will be rounded to the nearest whole percent when determining the points for the HEDI scoring.

Holland Central School District
MPPR/NYS APPR Conversion Chart

Raw Score: MPPR _____/72 + Goal Setting Form _____/16

MPPR +Goal Setting Raw Score	*HEDI Rounded Score*		*MPPR +Goal Setting Raw Score*	*HEDI Rounded Score*
88	*60*		*44*	*44*
87	*60*		*43*	*43*
86	*60*		*42*	*42*
85	*60*		*41*	*41*
84	*60*		*40*	*40*
83	*60*		*39*	*39*
82	*60*		*38*	*38*
81	*60*		*37*	*37*
80	*60*		*36*	*36*
79	*59*		*35*	*35*
78	*59*		*34*	*34*
77	*59*		*33*	*33*
76	*58*		*32*	*32*
75	*58*		*31*	*31*
74	*58*		*30*	*30*
73	*57*		*29*	*29*
72	*57*		*28*	*28*
71	*57*		*27*	*27*
70	*56*		*26*	*26*
69	*56*		*25*	*25*
68	*56*		*24*	*24*
67	*55*		*23*	*23*
66	*55*		*18-22*	*0*
65	*55*			
64	*54*			
63	*54*			
62	*54*			
61	*53*			
60	*53*			
59	*53*			
58	*52*			
57	*52*			
56	*52*			
55	*51*			
54	*51*			
53	*51*			
52	*50*			
51	*50*			
50	*50*			
49	*49*			
48	*48*			
47	*47*			
46	*46*			
45	*45*			

Converted Score: ____/60

VI: *Principal Improvement Plan*

A. Upon receiving a rating of "Developing" or " Ineffective", an improvement plan (PIP) must be designed to rectify perceived or demonstrated deficiencies. This plan must be implemented no later than ten (10) business days after the start of the school year. The Superintendent, and possibly Appeal Panel in cooperation, with the principal, must develop the improvement plan. The principal may request the attendance of the Principal of Choice from the appeal process if appropriate or a colleague if an appeal was not submitted. The PIP must contain:

- a clear delineation of the deficiencies that promulgated the ineffective or developing assessment rating,
- specific improvement goal/outcome statements,
- specific improvement action steps/activities,
- a reasonable timeline for achieving improvement not to be less than one semester,
- required and accessible resources to achieve the goals,
- a formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress, (minimum of one meeting per grading period scheduled by the superintendent, whom will summarize the formative evaluation conferences in writing within 10 business days of each conference),
- a clear manner in which improvement efforts will be assessed including evidence-demonstrating improvement,
- a formal, written summative assessment delineating progress made.

In the event a principal receives a "Developing" or "Ineffective" rating, and does not wish to appeal the rating, a PIP will be collaboratively constructed between the superintendent or superintendent's designee and principal.

Principal Improvement Plan

NAME _____

SCHOOL BUILDING _____

ACADEMIC YEAR _____

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

_____

_____

_____

Documentation that highlights areas of deficiency-
_____
_____
_____

Improvement
Goal/Outcome: _____

_____

_____

_____

Action Steps/Activities:

_____

_____

_____

_____

Timeline for
completion: _____

Required and Accessible Resources (including responsibility for
provision): _____

_____

_____

Date(s) for formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December _____

March _____

Other if needed _

Evidence of Goal Achievement:

_____

_____

_____

Principal Signature: _____

Date: _____

Superintendent 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:

6-19-14

Teachers Union President Signature: Date:

Marietta O'Malley 6/19/14

Administrative Union President Signature: Date:

6/19/2014

Board of Education President Signature: Date:

6-19-14