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

Commissioner of Education
President of the University of the State of New York
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December 14, 2012

Maria Suttmeier, Superintendent
Hudson City School District
215 Harry Howard Avenue
Hudson, NY 12534

Dear Superintendent Suttmeier:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: James Baldwin

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, August 03, 2012
Updated Friday, December 07, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 101300010000

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

101300010000

1.2) School District Name: HUDSON CITY SD

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

HUDSON CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

- Strengthening Teacher and Leader Effectiveness RFP (NYSED)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, August 03, 2012
Updated Monday, December 10, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Questar III BOCES-developed Grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES-developed 1st Grade ELA assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES-developed 2nd Grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Questar III BOCES-developed Grade K Math assessment
1	District, regional, or BOCES-developed assessment	Questar III BOCES-developed 1st Grade Math assessment
2	District, regional, or BOCES-developed assessment	Questar III BOCES-developed 2nd Grade Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Hudson City SD 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Hudson City SD developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Hudson City SD 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Hudson City SD developed Global 1 Assessment

	Social Studies Regents Courses	Assessment

Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth

graphic at 2.11, below.	targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the

	projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Hudson City SD developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hudson City SD developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	New York State ELA 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
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Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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
Teachers of English Language Learners	State Assessment	NYSESLAT Assessment
Special Education Teachers of Alternative Assessment Students	State Assessment	NYSAA Assessment
All Other Teachers Not Listed Above	District, Regional or BOCES-developed	Hudson City SD grade and subject specific assessment

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

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.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The percentage of students (81%-100%) who meet or exceed the targeted amount of growth is higher than what was projected.
Effective (9 - 17 points) Results meet District goals for similar students.	The percentage of students (61%-80%) who meet or exceed the targeted amount of growth is at or near the projected level.
Developing (3 - 8 points) Results are below District goals for similar students.	The percentage of students (41%-60%) who meet or exceed the targeted amount of growth is below the projected level but still indicates student progress.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The percentage of students (0%-40%) who meet or exceed the targeted amount of growth is significantly lower than what was projected.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/158671-TXEtxx9bQW/20-Point Conversion Chart.pdf

2.12) Locally Developed Controls

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

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

Appropriate adjustments will only be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings.

The Hudson City School District has put programs in place that meet the needs of English language learners and special education students in order to overcome obstacles to learning.

The Hudson City School District is a diverse, small-city school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

In cases where there are extenuating circumstances that are a determining factor in a teacher's Composite Effectiveness Score, the supervising principal may add up to two (2) points to the teacher's total score for the assessment portion of their APPR. The Hudson City SD will use growth from baselines based on past academic history to determine adjustment factors. Adjustments up to two (2) points will be made after collaborative review of the teacher's class roster.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked

2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Scholastic Reading Inventory (SRI)
5	4) State-approved 3rd party assessments	Scholastic Reading Inventory (SRI)
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory (SRI)
7	4) State-approved 3rd party assessments	Scholastic Reading Inventory (SRI)

8	4) State-approved 3rd party assessments	Scholastic Reading Inventory (SRI)

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.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The precentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (64%-80%) who meet or exceed the targeted achievement level is higher than what was projected.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (45%-63%) who meet or exceed the targeted achievement level is higher than what was projected.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-44%) who meet of exceed the targeted achievement level is significantly lower than what was projected.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Questar III BOCES-developed 4th Grade Math assessment
5	5) District, regional, or BOCES–developed assessments	Questar III BOCES-developed 5th Grade Math assessment
6	5) District, regional, or BOCES–developed assessments	Questar III BOCES-developed 6th Grade Math assessment
7	5) District, regional, or BOCES–developed assessments	Questar III BOCES-developed 7th Grade Math assessment
8	5) District, regional, or BOCES–developed assessments	Questar III BOCES-developed 8th Grade Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The precentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (64%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (45%-63%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-44%) who meet of exceed the targeted achievement level is significantly lower than what was projected.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/158674-rhJdBgDruP/Appendix M Subcomponent 2 continued out of 15 points.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Grade K ELA Performance Assessment
1	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 1st Grade ELA Performance Assessment
2	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 2nd Grade ELA Performance Assessment

3	4) State-approved 3rd party assessments	Scholastic Reading Inventory (SRI) 3rd Grade Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Grade K Math Performance Assessment
1	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 1st Grade Math Performance Assessment
2	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 2nd Grade Math Performance Assessment
3	5) District, regional, or BOCES–developed assessments	Questar III BOCES-developed 3rd Grade Math Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 7th Grade Science Performance Assessment
8	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 8th Grade Science Performance 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.	The principal and teacher will meet to examine the data to set the achievement targets for students. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 7th Grade Social Studies Performance Assessment
8	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 8th Grade Social Studies Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The principal and teacher will meet to examine the data to set the achievement targets for students. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Global 1 Performance Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Global 2 Performance Assessment
American History	5) District, regional, or BOCES–developed assessments	Hudson City SD developed American History Performance 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.	The principal and teacher will meet to examine the data to set the achievement targets for students. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Living Environment	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Living Environment Performance Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Earth Science Performance Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Chemistry Performance Assessment
Physics	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Physics Performance 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.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Algebra 1 Performance Assessment

Geometry	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Geometry Performance Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Hudson City SD developed Algebra 2 Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 9th Grade ELA Performance Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 10th Grade ELA Performance Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Hudson City SD developed 11th Grade ELA Performance Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The principal and teacher will meet to examine the data to set the achievement targets for students. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other teachers not listed above	5) District/regional/BOCES–developed	Hudson City SD developed Grade and Subject Specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The principal and teacher will meet to examine the data to set the achievement targets for students. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/158674-y92vNseFa4/20 pt conversion chart.pdf

3.14) Locally Developed Controls

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

Appropriate adjustments will only be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings.

The Hudson City School District has put programs in place that meet the needs of English language learners and special education students in order to overcome obstacles to learning.

The Hudson City School District is a diverse, small-city school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

In cases where there are extenuating circumstances that are a determining factor in a teacher's Composite Effectiveness Score, the supervising principal may add up to two (2) points to the teacher's total score for the assessment portion of their APPR. The Hudson City SD will use growth from baselines based on past academic history to determine adjustment factors. Adjustments up to two (2) points will be made after collaborative review of the teacher's class roster.

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, the supervising principal will assess the results of each course (or SLO) separately, arriving at a HEDI rating and point value between 0-15 or 0-20 points. Each course (or SLO) must then be weighted proportionately based on the number of students included in all courses (or SLOs). This will provide one overall growth subcomponent score between 0-15 or 0-20 points. The rating will always round 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 Friday, August 03, 2012
Updated Tuesday, December 11, 2012

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4.1) Teacher Practice Rubric

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

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

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

Marzano's Causal Teacher Evaluation Model

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Completion of the Marzano's Causal Teacher Evaluation Rubric is based on Formal Observations (one for tenured teachers and 2 for non-tenured teachers) which include a pre-conference, classroom visit, and post-conference; up to four informal observations; and other evidence that may include but not be limited to administrative notes, correspondence with parents and colleagues, records of professional interactions, student feedback, student work, student academic and discipline records, professional communication, news or media reports, attendance records, etc.

Based on a review of the evidence collected, teachers will be ranked as Highly Effective, Effective, Developing, or Ineffective on each of the four domains of the Marzano rubric. Each of these ratings will be weighted according to the percentage of elements contained within that domain as follows: Domain 1, Classroom Strategies and Behaviors, 41 Elements; Domain 2, Planning Preparation for

Lessons Units, 8 Elements; Domain 3, Reflecting on Teaching, 5 Elements; Domain 4, Collegiality Professionalism, 6 Elements.

The Marzano rubric contains five possible scale levels entitled: Innovating, Applying, Developing, Beginning, and Not Using. Since teachers will be ranked on a 1 to 4 HEDI scale, for purposes of conversion, both Beginning and Not Using will be rated as a level 1 (Ineffective).

The total of the weighted scores will be translated to a 60 point scale as follows: A teacher scoring between a 3.5 to 4 will be converted to a composite score of 59 to 60 and ranked as Highly Effective; a teacher scoring between a 2.5 to 3.4 will be converted to a composite score of 57 to 58.8 and ranked as Effective; a teacher scoring between a 1.5 to 2.4 will be converted to a composite score of 50 to 56.3 and ranked as Developing; a teacher scoring between a 1 and 1.4 will be converted to a composite score of 0 to 49 and ranked as Ineffective.

Rounding rules will apply to the final score, but may not exceed 60 points. The teacher's final score for this subcomponent will be rounded to the nearest whole number either up or down at the end of each range as appropriate.

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

assets/survey-uploads/5091/158675-eka9yMJ855/Appendix_B_60_Points_Other_Measures.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.	Teachers rated highly effective will demonstrate that their results are well above the expectations and will earn 59-60 points based on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers rated effective will demonstrate that their results meet the expectationsand will earn 57-58 points based on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers rated developing will demonstrate that their results show some growth but are below the expectations and will earn 50-56 points based on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers rated ineffective will demonstrate that their results are well below these expectations and will earn 0-49 points based on the conversion chart.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

Created Monday, August 20, 2012
Updated Sunday, November 11, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Sunday, November 11, 2012
Updated Wednesday, November 21, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/227563-Df0w3Xx5v6/Appendix_F_TIP.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. All annual APPR Composite Effectiveness Score ratings of ineffective or developing may be appealed within ten (10) school days of the teacher's receipt of the rating.
B. In order to file an appeal, the teacher will be entitled to any and all evidence, both hard copy and electronic, used as the basis of the overall APPR rating. The hard copy and electronic evidence will be provided within five (5) school days of the teacher's submission of the Request for Evidence Form to the supervising principal.

C. All procedural issues can be appealed. Upon filing an appeal, the teacher will provide to the District any and all evidence of procedural error.
D. In a ratings appeal, the teacher will identify the specific element(s) of the rating being challenged and state the basis for the challenge.
E. A teacher's ratings appeal and procedural appeal shall be consolidated for the appeal process.
F. Both procedural and ratings appeals will be conducted in the same manner.
G. The teacher will have the right to Association representation during all stages of the appeal. The Association will be the sole representative for the teacher unless the Association otherwise notifies the District that the teacher chooses to represent him or herself.
H. If the schedules of all parties permit, it is desirable to process appeals during the summer months, before the start of the next school year.
I. Appeals will follow the following procedure:
Stage 1: The teacher will appeal to the supervising principal in writing. Within five (5) school days of the receipt of the written request for an appeal, the supervising principal and teacher will meet to discuss the appeal. The supervising principal will render a determination in writing to the teacher within ten (10) school days of the teacher's submission of the written appeal.
For all tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the appeal will move to Stage 3. For all non-tenured teachers, when an appeal has not been resolved to the teacher's satisfaction at Stage 1, the teacher will request in writing within five (5) school days of the receipt of the supervising principal's determination that the appeal move to Stage 2 for a review of that determination by the Superintendent.
Stage 2: Within five (5) school days of the non-tenured teacher's written request for a review of the Stage 1 determination, the Superintendent will schedule a meeting with the teacher to discuss the appeal. The Superintendent will render a written decision on the appeal to the teacher within ten (10) school days after the meeting. The Superintendent's decision shall be final and binding upon the parties.
Stage 3: If the tenured teacher is not satisfied with the Stage 1 appeal decision, the teacher may appeal in writing to the APPR Appeals Panel within ten (10) school days of the receipt of the Stage 1 decision. The APPR Appeals Panel will consist of an administrator (other than the involved supervising principal), chosen by the Superintendent; an Association representative, chosen by the Association President; and a third independent party whose membership on the Appeals Panel has been mutually agreed to by the Superintendent and Association President. The Superintendent and Association President will consult with each other before making their selections for the Appeals Panel.
All hard copy evidence, electronic evidence, and the appeal record from Stage 1 shall be provided to the Appeals Panel. If the Panel members agree, in addition to considering the written records and other evidence when making its decision, the panel may request additional written information. Such may include questions addressed to the teacher and/or the supervising principal. Both the teacher and the Superintendent will be notified of the Panel's information requests. In the event that Panel's request for information delays the process, such delay shall not be longer than ten (10) school days, and the subsequent timeline will be adjusted accordingly.
The three members of the APPR Appeals Panel will review and confer on the information provided. Then, each Panel member will independently prepare a written advisory opinion, all of which shall be submitted simultaneously to the Superintendent and Association President. These written opinions will be submitted to the Superintendent and Association President within ten (10) school days of the filing of the Stage 3 appeal.
When the advisory opinions of the APPR Panel members agree, the Superintendent will follow the Panel's recommendation. When the advisory opinions of the Panel members differ on the outcome of the appeal, the Superintendent will follow the Panel's majority recommendation. If no majority recommendation exists, the appeal shall be considered denied.
The Superintendent will notify the teacher and the Association President of the Stage 3 decision within five (5) school days of the receipt of the Panel's recommendations.
If the teacher is not satisfied with the Stage 3 appeal decision, the teacher may appeal in writing to the Superintendent within ten (10) school days of the decision for a review. The Superintendent will then issue a final determination within five (5) school days of the receipt of the teacher's review request.
J. If at any stage of the appeals process, where the rating is being appealed, a decision is made favor of the teacher, the decision must include a recalculation of the score consistent with the decision.
K. The parties agree that the APPR process, its documentary and other evidence, and appeal record are to be accorded confidentially. In the event of an inquiry regarding any teacher, the only information to be provided is the appeal-outcome rating.
L. Determinations under this appeal process shall be the subject of a grievance or submitted to arbitration under the parties' collective bargaining agreement by an individual teacher. This appeals process is the process for an individual teacher to claim procedural and substantive challenges to the annual composite APPR scoring and rating. However, the teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Unless the reason is the teacher's professional performance, nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The "lead evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State approved teacher practice rubric(s) selected by the District for use in evaluations.

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the district as a lead evaluator.

Evaluators will be certified through training consisting of a minimum of three days provided by the Questar III BOCES and a minimum of two days provided by the District to cover all elements. During these trainings, evaluators will review the elements and then apply them to our specific District plan. Inter-rater reliability will be developed by reviewing videos and examining evidence and applying the rubric.

Recertification will occur based on continued trainings through Questar III BOCES and in District. These trainings will review elements as necessary but will primarily focus on sharing and application practice.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Sunday, November 11, 2012
Updated Monday, December 10, 2012

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

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

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

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

3-6
7-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	PK-2 Primary School	District, regional, or BOCES-developed	Questar III BOCES-developed K, 1st, 2nd Grade ELA Assessments
	PK-2 Primary School	District, regional, or BOCES-developed	Questar III BOCES-developed K, 1st, 2nd Grade Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the growth targets for students. Growth will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the growth target.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The percentage of students (81%-100%) who meet or exceed the targeted growth level is higher than what was projected.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The percentage of students (61%-80%) who meet or exceed the targeted growth level is at or near the projected level.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The percentage of students (41%-60%) who meet or exceed the targeted growth level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The percentage of students (0%-40%) who meet or exceed the targeted growth level is significantly lower than what was projected.

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

assets/survey-uploads/5365/227617-lha0DogRNw/20 pt conversion chart.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Sunday, November 11, 2012
Updated Thursday, December 13, 2012

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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.

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	3-6	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory (SRI) 3rd, 4th, 5th, and 6th Grades assessments
	3-6	(d) measures used by district for teacher evaluation	Questar III BOCES-developed 3rd, 4th, 5th, and 6th Grades Math assessments
	7-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory (SRI) 7th and 8th Grades assessments
	7-8	(d) measures used by district for teacher evaluation	Questar III BOCES-developed 7th and 8th Grades Math assessments
	9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-Year Graduation Rate

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.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target. The High School principal will review previous year graduation rate data to set an achievement target for the high school building. The HEDI ratings will be determined by the percent of students who meet the graduation target.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what was projected,
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (64%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (45%-63%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-44%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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

(No response)

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

assets/survey-uploads/5366/227647-qBFVOWF7fC/Appendix M Subcomponent 2 continued out of 15 points.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	PK-2	(i) Student Learning Objectives	Hudson City SD developed K, 1st, and 2nd Grades ELA assessements
	PK-2	(i) Student Learning Objectives	Hudson City SD developed K, 1st, and 2nd Grades Math 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.	Every student will be given a pre-assessment at the start of the school year. The principal and teacher will meet to examine the pre-assessment data to set the achievement targets for students. Achievement will be measured by determining progress from the pre-assessment results to the summative assessment. The HEDI ratings will be determined by the percent of students who meet the achievement target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	The percentage of students (81%-100%) who meet or exceed the targeted achievement level is higher than what

achievement for grade/subject.	was projected,
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (61%-80%) who meet or exceed the targeted achievement level is at or near the projected level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (41%-60%) who meet or exceed the targeted achievement level is below the projected level, but still indicates student progress.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students (0%-40%) who meet or exceed the targeted achievement level is significantly lower than what was projected.

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.

assets/survey-uploads/5366/227647-T8MlGWUVm1/20 pt conversion chart.pdf

8.3) Locally Developed Controls

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

(No response)

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.

In instances where principals have multiple measures that will need to be translated into one overall rating for the locally selected measure, the Superintendent will assess the results of each measure separately, arriving at a HEDI rating and point value between 0 and 15 points or between 0 and 20 points. Each measure must then be weighted proportionately based on the number of students. This will provide one overall subcomponent score between 0 to 15 points or between 0 to 20 points. The rating always rounds to the nearest whole number.

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)

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Updated Thursday, December 13, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Superintendent will conduct two (2) formal school visits (one unannounced) during each school year for each principal. The visits will be made between October 1st and May 10th. Non-tenured principals shall have three (3) formal school visits (one unannounced) during each school year. The Superintendent and the principal will collect other evidence throughout the year that demonstrates the extent to which the principal meets the criteria on the Marshall's Principal Evaluation Rubric. Such evidence may include, but not be limited to, administrative notes, meeting agendas, correspondence, records of professional interactions, student, staff, and/or parent feedback, academic, supervision, and discipline records, professional communication, news or media reports, attendance records, etc.

Based on a review of the evidence collected, principals will be ranked as Highly Effective, Effective, Developing, or Ineffective on each of the six domains (A to F) of the Kim Marshall rubric. Each of these ratings will be weighted according to the number of elements observed within each of the domains as follows: Domain A. Diagnosis and Planning, 10 elements; Domain B. Priority Management and Communication, 10 elements; Domain C. Curriculum and Data, 10 elements; Domain D. Supervision, Evaluation, and Professional Development, 10 elements; Domain E. Discipline and Family Involvement, 10 elements; F. Management and External Relations, 10 elements.

The Marshall rubric contains four possible scale levels entitled: Highly Effective, Effective, Improvement Necessary, and Does Not Meet Standards. Since principals will be ranked on a 1 to 4 HEDI scale, Improvement Necessary will be rated as level 2 (Developing) and Does Not Meet Standards will be rated as level 1 (Ineffective).

The total of the scores will be translated to a 60 point scale as follows: A principal scoring between a 3.5 to 4 will be converted to a composite score of 59 to 60 and ranked as Highly Effective; a principal scoring between a 2.5 to 3.4 will be converted to a composite score of 57 to 58 and ranked as Effective; a principal scoring between a 1.5 to 2.4 will be converted to a composite score of 41 to 56 and ranked as Developing; a principal scoring between a 1 and 1.4 will be converted to a composite score of 0 to 40 and ranked as Ineffective.

Rounding rules will apply to the final score, but may not exceed 60 points. The principal's final score for this subcomponent will be rounded to the nearest whole number either up or down at the end of each range as appropriate.

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

assets/survey-uploads/5143/227690-pMADJ4gk6R/Appendix B Principal 60 pt scale.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.	Principals rated highly effective will demonstrate that their results are well above the expectations and will earn 59-60 points based on the conversion chart.
Effective: Overall performance and results meet standards.	Principals rated effective will demonstrate that their results meet the expectations and will earn 57-58 points based on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals rated developing will demonstrate that their results show some growth but are below the expectations and will earn 41-56 points based on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals rated ineffective will demonstrate that their results are well below expectations and will earn 0-40 points based on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

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

10. Composite Scoring (Principals)

Created Monday, November 12, 2012
Updated Thursday, December 13, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	41-56
Ineffective	0-40

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, November 12, 2012
Updated Tuesday, December 11, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/227708-Df0w3Xx5v6/PIP 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:

Appeal Procedure:
A. Any principal who receives an ineffective or developing rating on their annual total composite APPR or a tenured principal who receives a developing on the 60-point Rubric HEDI rating, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not

hear the appeal.

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

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

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered final and binding as to appeals of Developing APPR ratings and preliminary as to appeals of Ineffective APPR ratings.

Any principal who receives an Ineffective rating on their annual total composite APPR shall be entitled to appeal the Superintendent's decision based upon a paper submission to a retired administrator to be mutually agreed upon between the District and the principal. The appeal to the retired administrator must be submitted within fifteen (15) business days of receiving the Superintendent's decision. Within five (5) calendar days from the request for review, the parties shall be furnished with a list of retired administrators willing to conduct a review from the New York State Retired Supervisors and Administrators Association or any other organization that may maintain such a list. The list of names shall also include resume and fees. In the event the parties are unable to agree on a retired administrator to hear the appeal, the parties shall request a list of seven (7) retired school administrators willing and qualified to hear the review be provided by a professional organization qualified to produce such list. If the parties cannot agree on a name from such list, each party shall be afforded three strikeouts and the remaining person on the list shall hear the appeal.

E. The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented to the retired administrator for review within fifteen (15) business days after his/her selection. Upon completion of the review the retired administrator shall render a written decision within ten (10) business days after receipt of the evidence and arguments from both sides. The opinion shall be final and binding and may uphold, reverse, or modify the preliminary determination as well as make adjustments to the principal improvement plan or other corrective actions.

F. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties' collective bargaining agreement.

G. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the Marshall's Principal Evaluation Rubric selected by the District for use in evaluations.

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

Evaluators were certified through training consisting of 2 days of workshops provided by NYSCOSS, at least 4 days of workshops provided by Questar III BOCES, and half day Superintendent's Meetings at Questar III. All required elements were included. During these trainings, evaluators review the elements and then apply them to our specific District plan. Inter-rater reliability will be developed by viewing videos and examining evidence and applying the rubric.

Recertifications will occur based on continued trainings through Questar III BOCES, NYSCOSS, and in District. These trainings will review elements as necessary, but will primarily focus on sharing and application practice.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, November 12, 2012
Updated Thursday, December 13, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/227725-3Uqgn5g9Iu/APPR Signature Page 12-13-12.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.

Subcomponent 2 continued

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points assigned to teachers.

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students		**DEVELOPING** Results are below state average for similar students		**EFFECTIVE** Results meet state average for similar students		**HIGHLY EFFECTIVE** Results are well-above state average for similar students	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

Appendix B

Conversion Chart- 60% OTHER MEASURES

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60

Appendix M Subcomponent 2 continued

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points assigned to teachers.

0 - 44%		45 - 63 %		64 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students		**DEVELOPING** Results are below state average for similar students		**EFFECTIVE** Results meet state average for similar students		**HIGHLY EFFECTIVE** Results are well-above state average for similar students	
0	**≤14%**	**3**	**45%-48%**	**8**	**64%-68%**	**14**	**81%-90%**
1	**15-27%**	**4**	**49%-51%**	**9**	**69%-70%**	**15**	**>90%**
2	**28-44%**	**5**	**52%-54%**	**10**	**71%-72%**		
		6	**55%-60%**	**11**	**73%-76%**		
		7	**61%-63%**	**12**	**77%-78%**		
				13	**79%-80%**		

Appendix M continued Subcomponent 2 continued

The HEDI scoring band listed below will be utilized for SLO targets that are calculated according to a 1-4 scale rather than a percentage of students who meet the target.

Ineffective 0-2		Developing 3-7		Effective 8-13		Highly Effective 14-15	
Total Average Rubric Score	**Conversion score for composite**	**Total Average Rubric Score**	**Conversion score for composite**	**Total Average Rubric Score**	**Conversion score for composite**	**Total Average Rubric Score**	**Conversion score for composite**
1	0	1.6	3	2.6 - 2.8	8	3.5 - 3.7	14
1.1 - 1.2	1	1.7 - 1.8	4	2.9	9	3.8 – 4.0	15
1.3 - 1.5	2	1.9 – 2	5	3	10		
		2.1 - 2.4	6	3.1 - 3.2	11		
		2.5	7	3.3	12		
				3.4	13		

Subcomponent 2 continued

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points assigned to teachers.

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students		**DEVELOPING** Results are below state average for similar students		**EFFECTIVE** Results meet state average for similar students		**HIGHLY EFFECTIVE** Results are well-above state average for similar students	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

Appendix F1 TIP (Teacher Improvement Plan)

TEACHERS' IMPROVEMENT PLAN (TIP)

Teacher				Composite Score
Subject/Grade Level				Score Breakdown
Principal	Date(s)	Preconference	Observation(s)	Post conference
			Other	

Standards Further Development	Action(s) to be Taken	Administrator's Responsibilities	Teacher's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Teacher's Signature Waiving Representation: _____ Date: _____

Appendix F2: Teacher Improvement Plan (TIP) Template

Name of Teacher: _____

Participants in the formulation of this TIP:

_____ _____

_____ _____

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

1. _____

2. _____

3. _____

4. _____

This plan will begin on: _____

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

_____ _____

_____ _____

_____ _____

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

_____ _____
Teacher Date

_____ _____
Administrator Date

_____ _____
Association Representative Date

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

Area Needing Improvement: _____

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Complete this form for each area identified as needing improvement

Subcomponent 2 continued

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points assigned to teachers.

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students		**DEVELOPING** Results are below state average for similar students		**EFFECTIVE** Results meet state average for similar students		**HIGHLY EFFECTIVE** Results are well-above state average for similar students	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

Appendix M Subcomponent 2 continued

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points assigned to teachers.

0 - 44%		45 - 63 %		64 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students		**DEVELOPING** Results are below state average for similar students		**EFFECTIVE** Results meet state average for similar students		**HIGHLY EFFECTIVE** Results are well-above state average for similar students	
0	**≤14%**	**3**	**45%-48%**	**8**	**64%-68%**	**14**	**81%-90%**
1	**15-27%**	**4**	**49%-51%**	**9**	**69%-70%**	**15**	**>90%**
2	**28-44%**	**5**	**52%-54%**	**10**	**71%-72%**		
		6	**55%-60%**	**11**	**73%-76%**		
		7	**61%-63%**	**12**	**77%-78%**		
				13	**79%-80%**		

Appendix M continued Subcomponent 2 continued

The HEDI scoring band listed below will be utilized for SLO targets that are calculated according to a 1-4 scale rather than a percentage of students who meet the target.

Ineffective 0-2		Developing 3-7		Effective 8-13		Highly Effective 14-15	
Total Average Rubric Score	**Conversion score for composite**	**Total Average Rubric Score**	**Conversion score for composite**	**Total Average Rubric Score**	**Conversion score for composite**	**Total Average Rubric Score**	**Conversion score for composite**
1	0	1.6	3	2.6 - 2.8	8	3.5 - 3.7	14
1.1 - 1.2	1	1.7 - 1.8	4	2.9	9	3.8 – 4.0	15
1.3 - 1.5	2	1.9 – 2	5	3	10		
		2.1 - 2.4	6	3.1 - 3.2	11		
		2.5	7	3.3	12		
				3.4	13		

Subcomponent 2 continued

Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring bands listed below and on the SLO template will be utilized to determine the number of points assigned to teachers.

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE Results are well-below state average for similar students		**DEVELOPING** Results are below state average for similar students		**EFFECTIVE** Results meet state average for similar students		**HIGHLY EFFECTIVE** Results are well-above state average for similar students	
0	≤14%	3	41%-44%	9	61%-63%	18	81%-85%
1	15-27%	4	45%-48%	10	64%-66%	19	86%-90%
2	28-40%	5	49%-51%	11	67%-68%	20	>90%
		6	52%-54%	12	69%-70%		
		7	55%-57%	13	71%-72%		
		8	58%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

Appendix B

60 Point Evaluation Procedures

Total Average Rubric Score	Category	Conversion Score for Composite
	Ineffective 0-40	
1		0
1.1		12
1.2		25
1.3		37
1.4		40
	Developing 41-56	
1.5		41
1.6		43
1.7		45
1.8		47
1.9		49
2		51
2.1		53
2.2		55
2.3		56
2.4		56.9
	Effective 57-58	
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
	Highly Effective 59-60	
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (Round to 60)

Appendix C

Principal Improvement Plans

1. The Principal Improvement Plan for any principal who is rated ineffective or developing through the annual professional performance review (APPR) shall be developed with the Superintendent of Schools and/or his or her designee and the Principal to be placed on the PIP consistent with the terms hereof and shall be comprised of the following elements:

a. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;

b. The time limit for achieving improvement, which shall be the entire school year;

c. A statement of differentiated activities to support improvement; and

d. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student progress based upon the measure as determined by the state and locally under this APPR (where applicable).

2. The Administrator's PIP shall be in place within ten school days of the start of the school year.

3. The Superintendent of Schools or his or her designee shall meet with the Administrator on the PIP: (1) prior to its implementation for the purpose of developing the PIP, (2) at the 1/3 point of the PIP to discuss the administrator's progress on the PIP and provide written feedback to the administrator regarding progress towards PIP goals; (3) at the 2/3 point of the PIP to discuss the administrator's progress on the PIP and provide written feedback to the administrator regarding progress towards PIP goals; and (4) within ten days following the end of the PIP to review the administrator's performance on the PIP to provide a written summary of the administrator's progress.

4. The time limit for achieving improvement shall be the entire school year.

5. A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools and/or his or her designee in collaboration with the Principal on the PIP and may include, but shall not be limited to: working with mentors at no cost to the principal, in-service training at no cost to the principal, educational conferences and reference to professional writings based upon scientific research at no cost to the principal, collaboration with administrative colleagues.

6. The manner of assessment of improvement that shall be developed by the Superintendent of Schools and/or his or her designee in collaboration with the Principal and may be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student progress based upon the measure as determined by the state and locally under this APPR (where applicable).

Appendix F1 PIP (Principal Improvement Plan)

PRINCIPALS' IMPROVEMENT PLAN (PIP)

_____ Principal

_____ Building

_____ Superintendent

Date(s) _____ Preconference _____ Observation(s) Other

_____ Composite Score

_____ Score Breakdown

_____ Post conference

_____

Standards Further Development	Action(s) to be Taken	Superintendent's Responsibilities	Principal's Responsibilities	Timeline for Progress	Indicators of Success	Improvements Made and Documented

Superintendent's Signature:_____ Date: _____

Principal's Signature:_____ Date: _____

Representative/Witness Signature: _____ Date: _____

Or Principal's Signature Waiving Representation:_____ Date: _____

Appendix F2: Principal Improvement Plan (PIP) Template

Name of Principal: _____

Participants in the formulation of this PIP:

_____ _____

_____ _____

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

1. _____

2. _____

3. _____

4. _____

This plan will begin on: _____

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

_____ _____

_____ _____

_____ _____

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

_____ _____
Principal Date

_____ _____
Superintendent Date

_____ _____
Association Representative Date

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

Area Needing Improvement: _____

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Complete this form for each area identified as needing improvement

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

12-13-12

Teachers Union President Signature: Date:

12/13/12

Administrative Union President Signature: Date:

12/13/12

Board of Education President Signature: Date:

12-13-12