



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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March 13, 2014

Revised

Dr. Patrick Darfler-Sweeney, Superintendent
Hunter-Tannersville Central School District
6094 Main Street
Tannersville, NY 12485

Dear Superintendent Darfler-Sweeney:

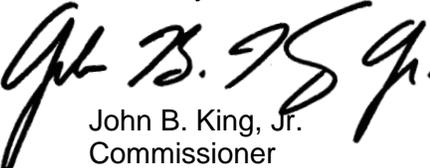
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Nicholas Savin

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 190901040000

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

190901040000

1.2) School District Name: HUNTER-TANNERSVILLE CSD

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

HUNTER-TANNERSVILLE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Hunter-Tannersville CSD developed grade K ELA assessment
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for K-3 teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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	Hunter-Tannersville CSD developed grade K Math assessment
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for K-3 teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Hunter-Tannersville-District Developed Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Hunter-Tannersville-District Developed Grade 7 Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Hunter-Tannersville-District Developed Social Studies 6 assessment

7	District, regional or BOCES-developed assessment	Hunter-Tannersville-District Developed Social Studies 7 assessment
8	District, regional or BOCES-developed assessment	Hunter-Tannersville-District Developed Social Studies 8 assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet District goals for similar students.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District goals for similar students.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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	Hunter-Tannersville-District Developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet District goals for similar students.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District goals for similar students.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet District goals for similar students.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District goals for similar students.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The district will develop Student Learning Objectives, as comparable growth measures for teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets.</p> <p>For algebra 1 , students in Common Core Courses shall take both the NYS Integrated and Common Core Algebra Regents; the district will use the higher of the two scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will

	receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet District goals for similar students.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District goals for similar students.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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	Hunter-Tannersville-District Developed ELA 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hunter-Tannersville-District Developed ELA 10 assessment
Grade 11 ELA	Regents assessment	Comprehensive & Common Core ELA Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets. Hunter-Tannersville CSD will administer both NYS Comprehensive English and Common Core English Regents and teachers will use the higher of the two assessments scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will

	receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet District goals for similar students.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District goals for similar students.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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
k-2 ELA Academic Intervention services teachers	State-approved 3rd party assessment	Aims Web
3-6 ELA Academic Intervention Services Teachers	School/BOCES-wide/group/team results based on State	New York State Grades 3-6 ELA assessments
grade 4 math academic intervention services	School/BOCES-wide/group/team results based on State	New York State 4th grade Math Assessments
K-2 speech teachers	State-approved 3rd party assessment	Terra Nova 3
3-5 speech teachers	School/BOCES-wide/group/team results based on State	Grades 3-5 State ELA assessments
9-12 speech	District, Regional or BOCES-developed	Hunter-Tannersville School District Created Grade 9-12 Speech Assessment
1-2 resource room teachers (ELA)	State-approved 3rd party assessment	Aims Web
3-6 resource room teachers	School/BOCES-wide/group/team results based on State	Grades 3-6 State ELA and Math assessments
9-12 resource room teachers	School/BOCES-wide/group/team results based on State	ELA Regents-both Common Core Regents and NYS Comp. Regents Exam
K-2 self-contained teachers	District, Regional or BOCES-developed	Hunter-Tannersville CSD created grade K-2 ELA assessment
3rd grade self-contained	State Assessment	Grade 3 state ELA assessment and NYSAA
grade 4 self-contained special ed classes	State Assessment	NYSAA
5-6 self-contained special ed	State Assessment	New York State ELA grade specific assessment and NYSAA
K-2 Math Academic Intervention Services	State-approved 3rd party assessment	Star Math Enterprise

7-8 ELA Academic Intervention Services	School/BOCES-wide/group/team results based on State	New York State Grades 7-8 ELA assessments
7-8 Resource Room teachers	School/BOCES-wide/group/team results based on State	Grades 7-8 State ELA and Math assessments
7-12 self contained special ed.	State Assessment	New York State ELA grade 7, 8, and NYSAA, Comprehensive and Common Core ELA Regents
1-2 Resource Room (Math)	State-approved 3rd party assessment	Star Math Enterprise
K Resource Room (ELA)	District, Regional or BOCES-developed	Hunter Tannersville CSD developed Grade K ELA Assessment
K Resource Room (Math)	District, Regional or BOCES-developed	Hunter Tannersville CSD developed grade K Math 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district will develop Student Learning Objectives, as comparable growth measures for teachers. Each principal in collaboration with teachers will review historical data and pre-assessment data and set individual growth targets. Teachers who will use the ELA Common Core Regents and the New York State Comprehensive ELA Regents exam will use the higher grade of the two exams. Where school-wide measures are used, HEDI scores will be based on the school-wide percentage who meet their targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100- If the classroom/school-wide average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet District goals for similar students.	55-84- If the classroom/school-wide average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District goals for similar students.	30-54- If the classroom/school-wide average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29- If the classroom/school-wide average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/597478-TXEttx9bQW/Hedi Rating- Max 20ptsJan22013.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	AIMs Web
5	6(ii) School wide measure computed locally	AIMs Web
6	6(ii) School wide measure computed locally	AIMS Web
7	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville CSD Developed grade 7 ELA Assessment

8	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville CSD Developed grade 8 ELA Assessment
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For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets. Where school-wide measures are used HEDI Scores will be based on the school-wide percentage of students meeting their target.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-84- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-50- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Star Math Enterprise
5	4) State-approved 3rd party assessments	Star Math Enterprise
6	4) State-approved 3rd party assessments	Star Math Enterprise
7	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville CSD Developed grade 7 math Assessment
8	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville CSD Developed grade 8 math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-50- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart for 20 pt. ranges.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/597479-rhJdBgDruP/HEDI Combined Teacher- Feb. 2014_1.docx

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville Developed K ELA Assessment
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	AIMS Web

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville Developed K Math Assessment
1	4) State-approved 3rd party assessments	Terra Nova 3
2	4) State-approved 3rd party assessments	Terra Nova 3
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Terra Nova 3
7	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville developed 7th grade science assessment
8	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville developed 8th grade science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached

chart

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

55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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

30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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

0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Terra Nova 3
7	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville developed 7th grade social studies assessment
8	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville developed 8th grade social studies assessment

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

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

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

The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.

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

85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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

55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville developed Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville CSD developed Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Hunter-Tannersville CSD developed US History 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 teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will

grade/subject.	receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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.	The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached

chart

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

0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville developed Geometry assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville developed Algebra 2 assessment

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

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

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

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

The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets.

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

85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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

55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville developed 9th grade ELA assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	Hunter-Tannersville developed 10th grade ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Common Core ELA Regents & NYS Comprehensive ELA Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets. Please note in Grade 11 ELA students in Common Core Courses will take both the NYS Common Core ELA Regents & NYS Comprehensive ELA Regents & use the higher of the two scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached

chart

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

55-84- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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

30-54- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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

0-29- If the classroom average percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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
K-2 ELA academic intervention services teachers	4) State-approved 3rd party	Terra Nova 3
3-6 ELA academic intervention services teachers	4) State-approved 3rd party	Aims Web
3-6 math academic intervention services teachers	4) State-approved 3rd party	Star Math Enterprises
K-2 speech teachers	4) State-approved 3rd party	Terra Nova 3
3-6 speech teachers	6(ii) School wide measure computed locally	NYS Grade 3-6 ELA assessments
9-12 speech teachers	5) District/regional/BOCES-developed	Hunter-Tannersville District developed course/ grade specific assessments
K-2 resource room teachers	4) State-approved 3rd party	AIMS Web and Terra Nova 3
3-5 resource room teachers Math	4) State-approved 3rd party	Star Math Enterprises
9-12 resource room teachers	6(ii) School wide measure computed locally	NYS Common Core ELA Regents & NYS Comprehensive ELA Regents
K-3 self-contained special ed. teachers	5) District/regional/BOCES-developed	Hunter Tannersville CSD developed Grades k-3 ELA Assessment
K-3 self-contained special ed. teachers	5) District/regional/BOCES-developed	Hunter Tannersville CSD developed Grades k-3 Math Assessment
Grade 4 self contained special ed. teachers	4) State-approved 3rd party	AIMS Web
5-6 self contained special ed.	4) State-approved 3rd party	AIMS Web
All other teachers not named above	5) District/regional/BOCES-developed	Hunter-Tannersville District developed course/grade specific assessments

7-8 ELA academic intervention services teachers	6(ii) School wide measure computed locally	NYS ELA grades 7-8 assessment
7-8 math academic intervention services teachers	6(ii) School wide measure computed locally	NYS Math grades 7-8 assessment
7-8 speech teacher	6(ii) School wide measure computed locally	NYS Grade 7-8 ELA assessments
7-8 self contained special ed.	4) State-approved 3rd party	AIMS Web
9-12 Self-Contained	6(ii) School wide measure computed locally	NYS ELA Regents Assesment and NYSAA
3-5 Resource room -ELA	4) State-approved 3rd party	Aims Web

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 teacher and administrator will develop Achievement targets, as comparable achievement measures for teachers. Each teacher in collaboration with the principal will set achievement targets. HEDI points will be calculated base of the percentage of students meeting or exceeding these achievement targets. Please note in classes that are using the NYS Common Core ELA Regents & NYS Comprehensive ELA Regents exams teachers will use the higher grade. Where school-wide measures are used HEDI Scores will be based on the school-wide percentage of students meeting their target.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart t
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-84- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29- If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

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)

assets/survey-uploads/12149/597479-Rp0Ol6pk1T/Hedi Rating- Max 20ptsJan22013.docx

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.

(No response)

3.14) Locally Developed Controls

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

Not applicable.

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.

In any event where a teacher will have multiple locally selected measures will be proportionate to the overall score based on class size. The scores would be combined for one overall scores by the overall average of the scores. All scores will be rounded up if scores is more than a whole percentage number, however a rounded score cannot be used to move into another HEDI rating.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, November 15, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points will be based on the Danielson Rubric (2007) which encompasses all the Teaching Standards. Domains 1-4 will be worth 15 points each for a total of 60 points. Each component will be scored as follows:

Highly Effective (Distinguished)= 4.0

Effective (Proficient)= 3.5

Developing (Basic)= 2.5
Ineffective (Unsatisfactory)= 0.0

Formula for determining Score in each Domain (Please Note each Domain is worth 15points):

Step 1: Evaluation Score/Max Points (Domains 1&4=24; Domains 2&3=20)

Step 2: Take result of step 1 and multiply by 15

Step 3: Result of Step 2 are the points earned for the Domain

Step 4: Total the points earned for each of the four Domains are added together to determine which HEDI category is earned. Search for which point band the teacher's total points has earned and then assign which HEDI category as is shown on the chart below (Please note that if there are multiple observations the average of all of the scores are computed to determine final points):

Highly Effective= 57-60

Effective= 47-56

Developing= 17-46

Ineffective= 0-16

Example:

If a teacher receives all Effective (Proficient) the scoring would be calculated this way:

Domain 1 & 4: $6 \times 3.5 = 21$ out of a possible 24 points; $21/24 = .875 \times 15$ pts. because these domains are only 15pts (ea.) out of the 60 pts. which will equal 13.125 pts.

Domains 2 & 3: $5 \times 3.5 = 17.5$ out of a possible 20 points; $17.5/20 = .875 \times 15$ pts. because these domains are only 15(each) out of 60pts.; thus equals 13.125 points for each of these domains.

Summary: If a teacher received all "proficient (effective)":

Domain 1=13.125

Domain 2 =13.125

Domain 3=13.125

Domain 4=13.125

Total=52.5

Because 52.5 points is between the negotiated range of 47-56 points this teacher would be rated as "Effective". Final composite scores will be rounded to whole numbers-standard rounding rules apply-however no teacher may move up a HEDI category as a result of a rounded score. Please note that if there are multiple observations the average of all of the scores are computed to determine final points.

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

[assets/survey-uploads/5091/182990-eka9yMJ855/Process for Assigning Points and Determining HEDI Ratings from ASCD.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	57-60: Points for highly effective are determined by the overall score indicated on the Danielson Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	47-56: Points for effective are determined by the overall score indicated on the Danielson Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	17-46: Points for developing are determined by the overall score indicated on the Danielson Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-16: Points for ineffective are determined by the overall score indicated on the Danielson Rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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	3
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	4

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)

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Updated Friday, November 15, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, March 10, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/597482-Df0w3Xx5v6/TIP-Combined TIP Form-Feb. 28 2014 HTC Teachers.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Teacher appeals of their developing or ineffective performance review rating must be concerning: a-the issuance of an improvement plan b-alleged failure on the part of the District of complying with any of the requirements prescribed in applicable law and regulations

for the issuance of an improvement plan or c-the implementation of the terms of an improvement plan.

All appeals must be filed no later than fifteen (15) business days of the date when the teacher receives their composite score.

The First Stage of the Appeal process will be an informal meeting with the Principal (this meeting will happen within fifteen (15) business days from the date the teacher received the performance review). The Principal will render a written decision no later than five (5) business days from when the informal meeting took place. If the teacher is not satisfied, then the teacher will proceed to Stage Two.

Stage Two must be filed within five (5) business days from the date the written decision of Stage One was received. Stage Two will be a Panel Review. The Review Panel shall consist of two (2) designees from the HTTA (teachers' union) and two (2) designees of the superintendent (please note neither the superintendent or the lead evaluator of the teacher who is appealing the performance review may be on the panel). If there is a majority decision, the appeal process is ended; if there is not a majority decision, the appeal process shall proceed to Stage Three. The decision of the Panel shall be issued no later than ten (10) business days from the date Stage Two was filed.

Stage Three must be filed within five (5) business days from the written decision of Stage Two. The Superintendent shall issue a written decision on the merits of the teacher's appeal no later than fifteen (15) business days from the date when the teacher filed Stage Three appeal.

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

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

The District will ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability and they will be re-certified on a yearly basis and receive updated training on any changes in the law, and regulations. All training will be conducted by the ONC BOCES Network Team, New York State Council of School Superintendents (LEAF) or another entity that has been approved by NYSED. The training will be on a schedule, and duration as proscribed by NYSED. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators and the annual calibration sessions across evaluators. The duration of any and all trainings will be no less than five days and will satisfy the requirements for the Network Teams trained by NYSED. Training will address the nine elements found in 30-2.9 of the Regents Rules. Evaluator will receive the same training.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Wednesday, August 21, 2013

Page 1

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

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

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

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

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

PK-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
PreK-6	(a) achievement on State assessments	Grades 4, 5, & 6 state ELA assessments
7-12	(g) % achieving specific level on Regents or alternatives	NYS Regents Comprehensive & Common Core ELA

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The HEDI rating for the locally selected measures for grades PK-6 Principal will come from the State ELA assessments of the percentage of students in levels 2,3, or 4. For the 7-12 grade Principal will be receiving HEDI points based upon percent of students achieving 55 or better. In order to determine the HEDI Rating Points find the average percentage of students from the pre-determined grades who took the New York State Comprehensive ELA Regents Exam or the Common Core Regents Exam who met or exceeded the pre-determined level of performance. The Principal shall use the higher of the two scores from the Comprehensive ELA and Common Core Regents Exam. The Principal shall receive the HEDI Rating Points that correspond to the percentage performance. Please refer to the chart attached. PLEASE NOTE THAT THE 20 POINT CHART WILL BE USED UNTIL THE VALUE-ADDED MODEL IS IMPLEMENTED. CHART IS ATTACHED.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload in 8.1</p>

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in 8.1

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

assets/survey-uploads/12190/597484-8o9AH60arN/HEDI Combined-Principals-Feb. 2014.docx

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

(No response)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades*

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.		
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.		N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

incentives associated with the controls or adjustments.

(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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, March 10, 2014

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The scoring of the Multidimensional Principal Performance Rubric allows principals to earn from zero to sixty points. Any ratings of "ineffective" on the rubric receive no points. In each of the Domains Highly Effective receives a maximum weighted score; Effective is calculated at 96% of Highly Effective; Developing is calculated at 90.9% of Highly Effective; and Ineffective is calculated at 0% of Highly Effective.

Each element of the rubric is assigned a maximum of 4 points. The rating received for the element will be used to assign a score based on the percentages above. In order to determine the final score for each domain we will divide the number of earned points by the number of possible points. This percentage will be multiplied 10 to assign the final score for each domain. Normal rounding rules will apply but will not move a principal to another HEDI category. This score will be assigned for each visit and will be averaged at the end of the year

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.

(No response)

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.	59-60
Effective: Overall performance and results meet standards.	57-58

Developing: Overall performance and results need improvement in order to meet standards.	55-56
Ineffective: Overall performance and results do not meet standards.	0-54

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

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

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

assets/survey-uploads/12168/597487-Df0w3Xx5v6/APPR-Combined -Feb. 28 2014PIP.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan, and any additional documents or materials relevant to the appeal. After a discussion and/questioning the principal may, however, be afforded the opportunity to provide additional documentation to support his or her reasoning for the appeal.

Appeals concerning a principal's performance review, or, the issuance of improvement plan must be filed no later than fifteen (15) business days of the date when the principal receives it (appeals concerning implementation of the terms of an improvement plan must be filed within fifteen business (15) days from the date of the School District's alleged failure to implement any of the terms of the plan).

The first stage of the Appeal process will be an informal meeting with the with the Principal, their association president (or designee) and the Superintendent (this meeting will happen no later than fifteen (15) business days from the qualifying event listed above). The Superintendent will render a written decision no later than five (5) business days from the date of informal meeting.

Stage Two, must be filed within five (5) business days from when the written decision of when Stage One was issued. Stage Two will be a panel review consisting of a Principal designee (who must be a currently certified New York State School Administrator) and a designee of the Superintendent (who must be a currently certified New York State School Administrator) and those two panel members shall jointly choose a third member for the panel (who must be a currently New York State certified School Administrator). The decision of the panel shall be issued no later than ten (10) business days from the date when Stage Two was filed. If there is a majority decision the appeal process is ended; if there is not a majority decision the appeal will proceed to Stage Three.

Stage Three must be filed no later than five (5) business days from when the written decision of Stage Two was received by the principal; the Superintendent shall issue a written decision on the merits of the principal's appeal no later than fifteen (15) business days from the date when the principal filed Stage Three of his or her appeal.

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

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

The District will work to ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. All training will be conducted by the ONC BOCES Network Team, New York State Council of School Superintendents or another entity that has been approved by NYSED. The training will be on a schedule, as recommended by NYSED. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. The duration of any and all trainings will be on-going , of at least five days per year, to meet the requirements of the Network Teams trained by NYSED. All lead evaluators will be re-certified yearly and all new lead evaluators will receive the full training as required by law. Training will address the nine elements in 30-2.9 of Regents Rules. Evaluators receive the same training.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for 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
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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
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12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, March 12, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/597488-3Uqgn5g9Iu/APPR Cert-March 2014.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.

HEDI RATING- Max. 20pts.

HEDI Categories	Points	If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Highly Effective		
	20	100-96
	19	91-95
	18	85-90
Effective		
	17	82-84
	16	78-81
	15	74-77
	14	70-73
	13	67-69
	12	64-66
	11	61-63
	10	58-60
	9	55-57
Developing		
	8	51-54
	7	47-50
	6	43-46
	5	39-42
	4	35-38
	3	30-34
Ineffective		
	2	21-29
	1	11-20
	0	0-10

HEDI RATING- Max. 15pts.

HEDI Categories	Points	If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Highly Effective		
	15	91-100
	14	85-90
Effective		
	13	79-84
	12	73-78
	11	67-72
	10	61-66
	9	55-60
	8	51-54
Developing		
	7	46-50
	6	42-45
	5	38-41
	4	34-37
	3	30-33
Ineffective		
	2	21-29
	1	11-20
	0	0-10

HEDI RATING- Max. 20pts. (For use until Value-Added is implemented)

HEDI Categories	Points	If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart

Highly Effective		
	20	100-96
	19	91-95
	18	85-90
Effective		
	17	82-84
	16	78-81
	15	74-77
	14	70-73
	13	67-69
	12	64-66
	11	61-63
	10	58-60
	9	55-57
Developing		
	8	51-54
	7	47-50
	6	43-46
	5	39-42
	4	35-38
	3	30-34
Ineffective		
	2	21-29
	1	11-20
	0	0-10

HEDI RATING- Max. 20pts.

HEDI Categories	Points	If the percentage of students meet the target falls between these percentages then the teacher will receive the corresponding HEDI rating-Please refer to attached chart
Highly Effective		
	20	100-96
	19	91-95
	18	85-90
Effective		
	17	82-84
	16	78-81
	15	74-77
	14	70-73
	13	67-69
	12	64-66
	11	61-63
	10	58-60
	9	55-57
Developing		
	8	51-54
	7	47-50
	6	43-46
	5	39-42
	4	35-38
	3	30-34
Ineffective		
	2	21-29
	1	11-20
	0	0-10

Process for Assigning Points and Determining HEDI Ratings from ASCD (Danielson '07) Rubric:

All 60 points will be based on the Danielson Rubric (2007) which encompasses all the Teaching Standards. Domains 1-4 will be worth 15 points each for a total of 60 points. Each component will be scored as follows:

Highly Effective (Distinguished)= 4.0

Effective (Proficient)= 3.5

Developing (Basic)= 2.5

Ineffective (Unsatisfactory)= 0.0

Formula for determining Score in each Domain (Please Note each Domain is worth 15points):

Step 1: Evaluation Score/Max Points (Domains 1&4=24; Domains 2&3=20)

Step 2: Take result of step 1 and multiply by 15

Step 3: Result of Step 2 are the points earned for the Domain

Step 4: Total the points earned for each of the four Domains and apply to the chart below:

Highly Effective= 57-60

Effective= 47-56

Developing= 17-46

Ineffective= 0-16

Hunter-Tannersville Central School District

Teacher Improvement Plan (TIP)

All teachers who receive an overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Teacher Improvement Plan within ten days of the opening of classes in the school year. All probationary teachers will use this form and any tenured teachers who receive a composite rating of Ineffective or two consecutive years of Developing will also use this form.

Issued to: _____ Position: _____

Issued by: _____ Date Issued: ____/____/_____

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Teacher's Responsibility	Administrator's Responsibility	Timeline for achieving improvement	How will improvements be assessed?

Optional: Teacher Comments:

Teacher Signature: _____ **Date:** _____

Optional: Administrator Comments:

Administrator Signature: _____ **Date:** _____

HTTA Representative Signature: _____ **Date:** _____

Final Determination of TIP Completion:

Was the Teacher Improvement Plan completed as outlined above? Yes If No- Explain why not and the next steps:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

HTTA Signature: _____ **Date:** _____

HTC-Teacher Improvement Plan (TIP) Expedited- Progress Form

As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the teacher, and a HTTA representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the building principal/director and reviewed with the teacher and HTTA representative during regular TIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Area of Improvement	Status of Action Plan	Names of Meeting Attendees	Satisfactory Progress		Plan Adjustment Needed
				YES	NO	

Comments: _____

C: Personnel File

HEDI RATING- Max. 20pts. – For Principals

HEDI Categories	Points	In order to determine the HEDI Rating Points find the average percentage of students from the pre-determined grades who took the New York State ELA or Regents Exam who met or exceeded the pre-determined level of performance. The Principal shall receive the HEDI Rating Points that correspond to the percentage performance. Please refer to the chart below.
Highly Effective		
	20	100-96
	19	91-95
	18	85-90
Effective		
	17	81-84
	16	77-80
	15	73-76
	14	70-72
	13	67-69
	12	64-66
	11	61-63
	10	58-60
	9	55-57
Developing		
	8	52-54
	7	48-51
	6	44-47
	5	40-43
	4	35-39
	3	30-34
Ineffective		
	2	21-29
	1	11-20

	0	0-10
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HEDI RATING- Max. 15pts. For Principals

HEDI Categories	Points	In order to determine the HEDI Rating Points find the average percentage of students from the pre-determined grades who took the New York State ELA or Regents Exam who met or exceeded the pre-determined level of performance. The Principal shall receive the HEDI Rating Points that correspond to the percentage performance. Please refer to the chart below.
Highly Effective		
	15	91-100
	14	85-90
Effective		
	13	79-84
	12	73-78
	11	67-72
	10	61-66
	9	55-60
	8	51-54
Developing		
	7	46-50
	6	42-45
	5	38-41
	4	34-37
	3	30-33
Ineffective		
	2	21-29
	1	11-20
	0	0-10

Hunter-Tannersville CSD

PRINCIPAL IMPROVEMENT PLAN

All Principals who receive an overall composite score rating Developing or Ineffective on their Annual Professional Performance Review will receive a Principal Improvement Plan within ten days of the opening of classes in the school year. All probationary Principals will use this form and any tenured Principals who receive a composite rating of Ineffective or two consecutive years of Developing will also use this form.

Issued to: _____

Position: _____

Issued by: _____

Date Issued: ____/____/____

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Principal's Responsibility	Supervisor's Responsibility	Timeline for achieving improvement	How will improvements be assessed?

Optional: Principal's Comments: _____

Principal's Signature: _____ Date: _____

Optional: Supervisor's Comments: _____

Supervisor's Signature: _____ Date: _____

Association Representative Signature: _____ Date: _____

Final Determination of PIP Completion

Was the Principal's Improvement Plan completed as outlined above? Yes-If No Explain why not and what the next steps: _____

Principal's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Association Representative Signature: _____ Date: _____

Hunter-Tannersville CSD

Expedited

PRINCIPAL IMPROVEMENT PLAN

All Principals who receive an overall composite score rating Developing or Ineffective on their Annual Professional Performance Review will receive a Principal Improvement Plan within ten days of the opening of classes in the school year. All probationary Principals will use this form and any tenured Principals who receive a composite rating of Ineffective or two consecutive years of Developing will also use this form.

Issued to: _____

Position: _____

Issued by: _____

Date Issued: ____/____/____

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Principal's Responsibility	Supervisor's Responsibility	Timeline for achieving improvement	How will improvements be assessed?

HTCSD-Principal Improvement Plan (PIP)-Progress Form

AS a result of this PIP, we anticipate that said Principal will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the Principal and association representative during regular PIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

CC: Personnel File

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

[Handwritten Signature] 3/11/2014

Teachers Union President Signature: Date:

Laura Murin 3/10/14

Administrative Union President Signature: Date:

Melinda Metal 3/12/14

Board of Education President Signature: Date:

Denelope Frames 3/11/14