



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

Commissioner of Education  
President of the University of the State of New York  
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July 14, 2014

**Revised**

Dr. Greer F. Rychcik, Superintendent  
Hyde Park Central School District  
P.O. Box 2033  
Hyde Park, NY 12538

Dear Superintendent Rychcik:

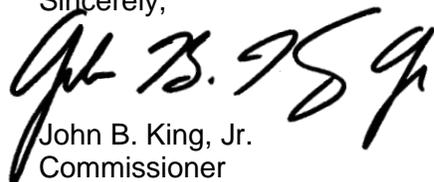
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

**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 Tuesday, November 12, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 130801060000

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

130801060000

#### 1.2) School District Name: HYDE PARK CSD

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

HYDE PARK 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 Wednesday, June 25, 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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	State-approved 3rd party assessment	Measure of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measure of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measure of Academic Progress (Primary Grades)

	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.	SLOs were shared with teachers, feedback was gathered and documents finalized. Using Pre-assessment data the district establishes class-wide growth targets. Teachers receive HEDI score based on the percentage of students meeting the targets. MAPS data is used for both pre and post data points for grades K-2. The state ELA test is used for grade 3.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 -100% of students meet growth target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 84% of student meet growth target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26 - 64% of students meet growth target. Results are below average for district goals.

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

0 - 25% of students meet growth target. Results are well below district goals for similar students.

## 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	Measures of Academic Progress (Primary Grades)
1	District, regional, or BOCES-developed assessment	Measures of Academic Progress (Primary Grades)
2	District, regional, or BOCES-developed assessment	Measures of Academic Progress (Primary Grades)

	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.	SLOs were shared with teachers, feedback was gathered and documents finalized. Using Pre-assessment data the district establishes class-wide growth targets. Teachers receive HEDI score based on the percentage of students meeting the targets. MAPS data is used for both pre and post data points for grades K-2. The state math test is used for grade 3.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 -100% of students meet growth target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 84% of student meet growth target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26 - 64% of students meet growth target. Results are below average for district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 25% of students meet growth target. Results are well below average for district goals.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	HPCSD Developed grade 7 science assessment

	Science	Assessment
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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.	SLOs are presented to teachers. Teachers have the option of providing feedback. Class growth targets are set by the district and points are earned based on the percentage of students that meet those targets. Once pre-assessment are complete, the principal or content area director meets with teachers to review data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students meet growth target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65 - 84% of students meet growth target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26 - 64% of students meet growth target. Results are below average for district goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 25% of students meet growth target. Results are well below average for district goals.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	HPCSD Developed Grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	HPCSD Developed grade 8 social studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are presented to teachers. Teachers have the option of providing feedback. Class growth targets are set by the district and points are earned based on the percentage of students that meet those targets. Once pre-assessment are complete, the principal or content area director meets with teachers to review data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students meet growth target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	65 - 84% of students meet growth target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	26 - 64% of students meet growth target. Results are below average for district goals.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.

0 - 25% of students meet growth target. Results are well below average for district goals.

## 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	HPCSD 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.	SLOs are presented to teachers. Teachers have the option of providing feedback. Class growth targets are set by the district and points are earned based on the percentage of students that meet those targets. Once pre-assessment are complete, the principal or content area director meets with teachers to review data. Based on the post assessment data, the Principal will assign points based on the HEDI tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 -100% of students meet target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	65 -84% of students meet target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	26 - 64% of students meet target. Results are below average for district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 25% of students meet target. Results are well below average for district goals.

## 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.	SLOs are presented to teachers. Teachers have the option of providing feedback. Class growth targets are set by the district and points are earned based on the percentage of students that meet those targets. Once pre-assessment are complete, the principal or content area director meets with teachers to review data. Based on the post assessment data, the Principal will assign points based on the HEDI tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 -100% of students meet target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	65 -84% of students meet target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	26 - 64% of students meet target. Results are below average for district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 25% of students meet target. Results are well below average for district goals.

## 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.	SLOs are presented to teachers. Teachers have the option of providing feedback. Class growth targets are set by the district and points are earned based on the percentage of students that meet those targets.
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Once pre-assessment are complete, the principal or content area director meets with teachers to review data. Based on the post assessment data, the Principal will assign points based on the HEDI tables.

NOTE: For Algebra, students will take both the Integrated Algebra Regents and the Common Core Algebra Regents however; only the scores on the Integrated Algebra Regents exam will be used for SLO purposes in the 2013-2014 school year. In the 2014-15 school year and thereafter, only the CCLS Algebra assessment results will be used.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 -100% of students meet target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	65 -84% of students meet target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	26 - 64% of students meet target. Results are below average for district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 25% of students meet target. Results are well below average for district goals.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	MAPS (ELA)
Grade 10 ELA	State approved 3rd party assessment	MAPS (ELA)
Grade 11 ELA	Regents assessment	Comprehensive English Regents/Common Core Exam

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.

SLOs are presented to teachers. Teachers have the option of providing feedback. Class growth targets are set by the district and points are earned based on the percentage of students that meet those targets. For 9 and 10 English, the MAPS data is used for both pre and post data points.

Once pre-assessment are complete, the principal or content area director meets with teachers to review data. Based on the post assessment data, the Principal will assign points based on the HEDI tables.

NOTE: For Grade 11 English students will take both the Comprehensive English Regents and the Common Core English Regents however; only the scores on the Comprehensive English Regents will be used for SLO purposes in the

2013-2014 school year. In the 2014-15 school year and thereafter, only the CCLS English assessment will be used.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 -100% of students meet target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	65 -84% of students meet target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	26 - 64% of students meet target. Results are below average for district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 25% of students meet target. Results are well below average for district goals.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other courses not named above	District, Regional or BOCES-developed	HPCSD developed grade and subject specific assessments.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are presented to teachers. Teachers have the option of providing feedback. Class growth targets are set by the district and points are earned based on the percentage of students that meet those targets. Once pre-assessment are complete, the principal or content area director meets with teachers to review data. Based on the post assessment data, the Principal will assign points based on the HEDI table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 -100% of students meet target. Results are well above district goals for similar students.
Effective (9 - 17 points) Results meet District goals for similar students.	65 -84% of students meet target. Results meet district goals for similar students.
Developing (3 - 8 points) Results are below District goals for similar students.	26 - 64% of students meet target. Results are below average for district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 25% of students meet target. Results are well below average for district goals.

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/251268-TXEttx9bQW/sample SLO HEDI scale.doc

## 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 adjustments are being used. All targets represent growth rather than mastery and so no adjustments are needed.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, June 26, 2014

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 4 Tier II Vocabulary Assessment
5	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 5 Tier II Vocabulary Assessment
6	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 6 Tier II Vocabulary Assessment
7	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 7 Tier II Vocabulary Assessment
8	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 8 Tier II Vocabulary Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Mastery for these assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability, and ELL status as described in section 3.14. The 20 point scale
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attached to task 3.13 is also used for these assessments.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart in 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 4 Tier II Vocabulary Assessment
5	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 5 Tier II Vocabulary Assessment
6	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 6 Tier II Vocabulary Assessment
7	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 7 Tier II Vocabulary Assessment
8	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 8 Tier II Vocabulary 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.	Mastery for these assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability, and ELL status as described in section 3.14. The 20 point scale attached to task 3.13 is also used for these assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see chart in 3.3

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

Please see chart in 3.3

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

Please see chart in 3.3

### 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/12149/747079-rhJdBgDruP/15 point scale for teacher and principal local measure.doc

### 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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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	HPCSD Developed kindergarten Tier II Vocabulary Assessment
1	5) District, regional, or BOCES-developed assessments	HPCSD Developed grade 1 Tier II Vocabulary Assessment
2	5) District, regional, or BOCES-developed assessments	HPCSD Developed grade 2 Tier II Vocabulary Assessment
3	5) District, regional, or BOCES-developed assessments	HPCSD developed grade 3 Tier II Vocabulary Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability, and ELL status as described in section 3.14.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

### 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
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K	5) District, regional, or BOCES–developed assessments	HPCSD Developed kindergarten Tier II Vocabulary Assessment
1	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 1 Tier II Vocabulary Assessment
2	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 2 Tier II Vocabulary Assessment
3	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 3 Tier II Vocabulary Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Mastery for these assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the vocabulary assessment. Grades K-3 teachers will be evaluated based on the performance of students in their own classrooms only. K-3 teachers of math will be administering the Tier II test to their own students. Student scores will be adjusted based on attendance, documented disability, and ELL status as described in section 3.14.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	HPCSD developed grade 6 Tier II vocabulary assessment
7	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 7 science Tier II vocabulary assessments
8	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 8 Science Tier II Vocabulary 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.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability and ELL status as described in task 3.14
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	HPCSD Developed Grade 6 Tier II VOCABULARY TEST
7	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 7 social studies Tier II Vocabulary Assessment
8	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 8 social studiesTier II Vocabulary 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.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability and ELL status as described in task 3.14
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

### 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	HPCSD developed grades 9 Global Tier II Vocabulary Assessment
Global 2	5) District, regional, or BOCES–developed assessments	HPCSD developed grade 10 GlobalTier II Vocabulary Assessment
American History	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 11 American History Tier II Vocabulary 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.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability and ELL status as described in task 3.14
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

### 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	5) District, regional, or BOCES–developed assessments	HPCSD Developed Living EnvirTier II Vocabulary Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	HPCSD developed Earth ScienceTier II Vocabulary Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	HPCSD developed Chemistry Tier II Vocabulary Assessment
Physics	5) District, regional, or BOCES–developed assessments	HPCSD developed Physics Tier II Vocabulary Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability and ELL status as described in task 3.14
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve master. Results are well below district goals.

### 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	HPCSD developed Algebra Tier II Vocabulary Assessment

Geometry	5) District, regional, or BOCES–developed assessments	HPCSD developed Geometry Tier II Vocabulary Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	HPCSD developed Algebra II Tier II Vocabulary 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.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability and ELL status as described in task 3.14
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

### 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	HPCSD Developed grade 9 English Tier II Vocabulary Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 10 English Tier II Vocabulary Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	HPCSD Developed grade 11 English Tier II Vocabulary Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability and ELL status as described in task 3.14
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All others not listed above	5) District/regional/BOCES-developed	HPCSD Developed grades 9-12 Course Specific Tier II Vocabulary Assessment

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.	Mastery for this assessments has been identified as 65%. Points will be assigned based on the percentage of students achieving mastery on the tier II assessments. Student scores will be adjusted based on attendance, documented disability and ELL status as described in task 3.14
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	90 - 100 % of students achieve mastery. Results are well above district goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61 - 89% of students achieve mastery. Results meet district goals.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31 - 60% of students achieve mastery. Results are below district goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 30% of students achieve mastery. Results are well below district goals.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/747079-y92vNseFa4/Local Measure Conversion Table - Teacher 2013-2014.xlsx

### 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.

Student scores will be adjusted based on attendance, documented disability and ELL status.

If a student falls into one or more the adjustment categories, their score will be multiplied by 1.12. Students who have missed twenty days or more of school will have their scores adjusted as described above.

Research on students for whom English is a second language describes the difficulty students have with acquisition of Tier II language. Students with disabilities often struggle with tier II vocabulary. District data on ELA performance in particular shows a significant gap in performance between students with disabilities and their peers.

Students who are not in attendance regularly have not had the same instruction as their peers. Historical data shows that students who have missed 20 days or more have not performed as well as their peers. When students have significant attendance issues, teachers have the option of referring students to our RtI teams or to the district's social workers or guidance counselors in order to create intervention plans.

In each case, the negotiated APPR was written with the intention of avoiding unnecessary penalties for teachers based on the student conditions described above. In each case, the adjustment made to individual student scores is meant to mitigate any problematic incentives, or dis-incentives such as teachers not wanting to participate in co-teaching.

To mitigate any problematic incentives, the superintendent and building principals bear sole responsibility for assignment of students to individual classrooms.

The process of multiplying individual student scores by 1.12 applies to all criteria described above however, a student who falls into more than one category will only have their score adjusted once, by 1.12.

No teachers scores shall be adjusted by more than 2 points as a result of these adjustments.

### 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.

None of our teachers will have multiple local measures.

### 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 Thursday, June 26, 2014

## Page 1

### 4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric   Rubric	Marshall's Teacher Evaluation Rubric
---------------------------------------	--------------------------------------

Second Rubric, if applicable	(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]	54
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	6

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.

Each of the Domains in the Marshall Rubric must be evidenced annually and will be rated on a scale of 1 through 4. In addition to classroom observations, teachers and administrators can provide evidence for the domains of Family and Community Involvement and Professional Responsibilities. At the conclusion of each observation, evaluators shall check each Domain as a HEDI score 4 (Highly Effective), 3 (Effective), 2 (Developing), 1 (Ineffective). Indicators for which evidence was observed will be highlighted. Points earned from each observation will be converted into a final score at the end of the year. All composite scores will be calculated in whole numbers. To determine the teacher evaluation composite score the following calculation shall be used: One Announced Observation: 60%. There will be two unannounced Observations: 15% each, Domains E and F: 5 % each. Domains E and F will be evaluated based on evidence provided by either the teacher or evaluator. These points will then be converted to a HEDI composite score using the attached table.

Rounding of scores will not result in movement from one HEDI band to another.

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

assets/survey-uploads/12179/747080-eka9yMJ855/Revised APPR Forms June 26 2014.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The overall performance and documented results exceeds the expectations of the NYS Teaching Standards. The teacher has earned a rating of 59 to 60 points for achieving an average rubric score of 3.5 to 4.0 as measured across the 6 domains of the Marshall rubrics.
Effective: Overall performance and results meet NYS Teaching Standards.	The overall performance and documented results meets the expectations of the NYS Teaching Standards. The teacher has earned a rating of 57 to 58 points for achieving an average rubric score of 2.5 to 3.4 as measured across the 6 domains of the Marshall rubrics.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The overall performance and documented results needs improvement in order to meet the expectations of the NYS Teaching Standards. The teacher has earned a rating of 50 to 56 points for achieving an average rubric score of 1.5 to 2.4 as measured across the 6 domains of the Marshall rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The overall performance and documented results does not meet the expectations of the NYS Teaching Standards. The teacher has earned a rating of 0 to 49 points for achieving an average rubric score of 1 to 1.4 as measured across the 6 domains of the Marshall rubric.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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?

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, November 12, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, June 17, 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/5265/255178-Df0w3Xx5v6/TIPS - July 2006.doc

### 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:

All "developing and Ineffective" scores are subject to appeal by a tenured teacher. All "ineffective" scores are subject to appeal by a non-tenured teachers. The basis for appeal shall be limited to a) the substance of the APPR, b) the district's adherence to the standards and methodologies required for such reviews and c) the district's adherence to regulations and compliance with the locally negotiated procedures, as well as the district's issuance and/or implementation of the terms of the Teacher Improvement Plan and will be presented in a single appeal.

Appeals must be submitted in writing to the superintendent within 15 days of receipt of an evaluation. Within 5 days of receipt by the superintendent, the evaluator must submit any relevant documentation and provide copies to the teacher. The teacher then has 5 days to respond in writing. A conference is required within 14 days of the superintendent's receipt of the appeal and a written decision must be issued within 14 days of the conference.

If the appeal is sustained, the superintendent may expunge the original rating, modify the rating and/or order a new evaluation.

In the event a non-tenured or tenured teacher receives an "ineffective" composite score, he or she may appeal the superintendent's decision. The appeal shall be conducted by an arbitrator in accordance with the grievance process set out in the teacher's collective bargaining agreement.

In the event that the district is preferring charges pursuant to a 3012-c for pedagogical reasons after a tenure teacher has received two consecutive "developing" composite scores, she/he may appeal directly to an arbitrator when challenging this second rating.

Such Arbitrator (a) shall hear appeals in a timely manner after the appeal is made, (b) shall issue a decision regarding the appeal within thirty (30) calendar days after the appeal meeting, and (c) shall make final and binding determinations regarding the appeal based on the totality of information that was presented at the appeal meeting. The decision made by the arbitrator shall be considered final and no further appeals shall be made.

If none of the arbitrators are available to schedule the hearing within sixty (60) calendar days from the date the demand is filed, then either party may process the demand for arbitration with the American Arbitration Association.

The entire appeals process will be done in a timely and expeditious manner in accordance with education law 3012-c.

## 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.

Lead evaluators and evaluators will receive training through Dutchess BOCES on the nine required elements. Sessions offered by BOCES are described below:

Lead Evaluator Training (12 hour course, facilitated by Dutchess-BOCES Network Team)

Part I Overview: Work will be focused around two essential questions:

1. What are the critical attributes of evidence based observation?
2. How can I get started?

Outcomes:

- Identify current practices for defining teacher actions and student actions while observing
- Explain the difference between current practices and evidence based observation with a chosen rubric
- Identify and define criteria for one area of effective Instruction around which evidence collection will be focused

Part II Overview: Work will be focused around two essential questions:

1. What are the critical attributes of evidence based observation?
2. How can I get started?

Outcomes:

- Identify current practices for defining teacher actions and student actions while observing
- Explain the difference between current practice and evidence based observation
- Describe requirements for schools to develop inter-rater agreement and inter-rater reliability with a chosen rubric
- Identify and define criteria for additional areas of effective Instruction around which evidence collection will be focused
- Label bias, fact and opinion in collected evidence
- Defend positions with supporting evidence

Part III Overview

Outcomes:

- Explain the difference between current practice and evidence based observation
- Identify and define criteria for areas of effective instruction around which evidence collection will be focused
- Define the differences between the definitions of specific effective teaching areas in the rubrics approved by SED
- Explain the impact of confusing and/or ambiguous language on the process of teacher evaluation
- Describe strategies that a district could employ to increase the quality of evaluations and the agreement of evaluators
- Collect and categorize evidence based on four areas of effective instruction

Part IV

Outcomes:

- Explain the difference between evaluation and feedback

- Identify attributes of a coaching model versus simply labeling teacher practice
- Define process for labeling areas of teacher practice based on predetermined criteria
- Explain and defend labeled evidence in order to develop action plans to improve instruction

Specific training on the Marshall rubric will be provided internally by the Assistant Superintendent for Instruction and Personnel and others previously trained by Kim Marshall. One full day session will occur prior to administrators conducting any evaluations. Additionally, six hours will be spent annually on inter-reliability training. These sessions include review of completed evaluations, opportunities for evaluators to view lessons and apply the rubric, and sharing of data gathered through informal observations of teachers.

The BOE will certify, through resolution, all evaluators as required by regulation. Re-certification will occur on an annual basis, or as otherwise required by regulation. Training will occur on an annual basis and as needed for new evaluators. Inter-rater reliability will be established and maintained through regular administrative meetings. These activities, which have been part of the district's process for years, includes review of completed evaluations with portions removed so that participants can attempt to identify the appropriate ratings based on narrative evidence. Additionally, clips of classroom instruction are viewed and participants are required to use the rubric to rate the teachers' performances. The results of these observations are shared and discussion is had regarding how the group is interpreting various elements of the rubric. Continued work is also planned on ensuring the use of low-inference evidence.

## 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 Tuesday, November 12, 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):

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

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score(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 3<sup>rd</sup> 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
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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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	None of our principals will have SLOs. All will receive scores from SED>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	None of our principals will have SLOs. All will receive scores from SED>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	None of our principals will have SLOs. All will receive scores from SED>
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	None of our principals will have SLOs. All will receive scores from SED>

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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, June 26, 2014

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## Page 1

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

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

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

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

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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	HPCSD Developed Tier II Grade Level Vocabulary Assessments
6-8	(d) measures used by district for teacher evaluation	HPCSD Developed Tier II Grade Level Vocabulary Assessments
9-12	(d) measures used by district for teacher evaluation	HPCSD Developed Tier II Grade Level Vocabulary Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Superintendent and Asst. Supt. for Instruction will set achievement targets for each building principal. HEDI points will be assigned according to the percent of students that score 65% or higher in their respective assessments. Where a zero to 20 score is needed, the upload in task 8.2 will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload below.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload below.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload below.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload below.

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

(No response)

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

assets/survey-uploads/12190/747084-qBFVOWF7fC/15 point scale for teacher and principal local measure.doc

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

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

(No response)

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

[assets/survey-uploads/12190/747084-T8MIGWUVm1/Local Measure Conversion Table - Principal 2013-2014.xlsx](#)

### 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 adjustments are being made for principals.

### 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 Tuesday, June 24, 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.

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

- 1) By October 1st of each year each principal will have met with the superintendent to review the expectations outlined in the rubric, mutually develop goals for the year, reflect on past performance and discuss any district priorities relative to evaluations. Goals will be submitted by the principal to the superintendent within 10 days of the initial meeting.
- 2) Three building visitations will occur each school year, two by the superintendent and one by either the assistant superintendent for instruction or the assistant superintendent for pupil services. The dates for two of the visitations will be mutually agreed upon. Visitations are to take place no sooner than 5 days after being agreed upon. One visitation must be unannounced.
- 3) Between October 15th and December 15th a visit to the building will have taken place. This visit will include a walkthrough, discussion of progress toward the principal's goals, and a review of the checklist which is an outline version of the MPPR. The checklist is used to document evidence as it relates to the MPPR. Within five school days of this meeting, the principal will receive feedback from the evaluator in the form of a completed checklist. No scores will be provided based on single building visits. Scores on the rubric will be awarded at the end of the year, and will be based on all evidence gathered from all visits.
- 4) Between December 16th and March 15th a second visitation will have occurred following the same process as outlined for the first visit.
- 5) Between March 16th and May 31st a third visitation will have occurred following the same process as outlined for the first two visits.
- 6) A minimum of forty school days must pass between each announced visitation. It is intended that each visitation be used to provide formative feedback to the principal that will help him/her make progress and achieve success as measured by the various evaluative tools. No scores are provided after individual visits.
- 7) Principals will gather evidence that relates to components of the rubric and their own professional goals. The evidence will be selected by the principal from a list of approved choices (see below). It is expected that discussions on the evidence will take place between the principal and superintendent during visitations and evaluative meetings over the course of the year. However, the final selection of the evidence for the records review rests with the principal and is to be decided by June 1st. The principal must choose at least two pieces of evidence from the list of approved choices and bring the evidence to the final review meeting for discussion with the superintendent.

Options for Evidence to be used in a Records Review:

- Action Research

- Data Team Meetings
- Community Engagement/Shared Decision-Making
- District-wide Presentations
- Improvement Planning
- Instructional Leadership
- Teacher Evaluations

8) Final review of the evidence associated with the 60 points will be conducted with the superintendent by June 30th. This meeting will include a summary of the principals' performance on the district checklist, the rubric and completion of the principals' goals. The 60 points associated with multiple measures will be inclusive of the completed rubric and a records review. This meeting will also include a review of the data associated with the "local measure" of student performance and identification of the points earned in this area.

All composite scores will be calculated in whole numbers. No rounding of numbers will result in a movement from one HEDI band to another. Minimum rubric scores listed on the conversion chart are the minimum necessary to obtain the corresponding HEDI score.

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

assets/survey-uploads/5143/253883-pMADJ4gk6R/Final APPR for Principals Jan 2013.docx

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

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>The overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 59 to 60 points for achieving an average rubric score of 3.5 to 4.0 as measured across the 6 domains of the Multi-Dimensional Principal Rubric.</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>The overall performance and documented results meets the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 57 to 58 points for achieving an average rubric score of 2.5 to 3.4 as measured across the 6 domains of the Multi-Dimensional Principal Rubric.</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>The overall performance and documented results needs improving in order to meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 55 to 56 points for achieving an average rubric score of 1.5 to 2.4 as measured across the 6 domains of the Multi-Dimensional Principal Rubric.</p>
<p>Ineffective: Overall performance and results do not meet standards.</p>	<p>The overall performance and documented results does not meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 0 to 54 points for achieving an average rubric score of 1 to 1.4 as measured across the 6 domains of the Multi-Dimensional Principal Rubric.</p>

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	1
By trained independent evaluator	0
Enter Total	3

### Tenured Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 12, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

##### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 Tuesday, June 17, 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/5276/266159-Df0w3Xx5v6/HPCSD PIP.doc](#)

### 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:

#### PRIOR TO INITIATING A FORMAL APPEAL

Upon receipt of an evaluation resulting in a rating of "Developing," or "Ineffective," a principal may request an informal conference with the Assistant Superintendent for Instruction and Personnel. A request for conference must be filed within fourteen (14) school days of receipt of the evaluation. Such conference will be scheduled within fourteen (14) school days of receipt of the request. The purpose of this conference shall be to review the evaluation and determine if a mutually agreed upon resolution can be reached. A

written summary of that conference shall be provided by the Assistant Superintendent within fourteen (14) school days of the conference.

Appeals are limited to those identified by Education Law 3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. The school district's issuance and/or implementation of the terms of the principal improvement plan.

#### RATINGS THAT MAY BE APPEALED

Tenured principals may appeal an ineffective rating, or any rating tied to compensation to a mutually agreed upon arbitrator. The issuance or the implementation of an improvement plan may prompt an appeal independent of the performance review. Tenured principals who receive two (2) consecutive developing ratings may appeal such ratings to an arbitrator, mutually agreed upon by the District and HPAA. Non-tenured principals have the right to an appeal an ineffective rating in their second year, to an arbitrator, mutually agreed upon between the parties.

#### TIME FRAME FOR FILING APPEAL

The appeal must be submitted in writing to the Superintendent within fifteen (15) school days of receipt of the completed evaluation and/or PIP. Failure to appeal within this timeframe shall be considered a waiver of the right to appeal. An extension of the time in which to appeal may be granted by the Superintendent upon written request or upon the failure to implement any provision of the PIP.

In the event that an informal conference was held, submission of an appeal must be filed within fifteen (15) school days of receipt of the summary memo provided by the Assistant Superintendent.

If a principal is challenging the implementation of an improvement plan, an appeal shall be filed within fifteen (15) school days of the failure of the District to implement any component of the plan.

The appeal must articulate the areas of disagreement over the performance review and/or issuance and/or implementation of the terms of the PIP. Supportive evidence about the challenges and any additional documents and materials relevant to the appeal, including the performance review and/or improvement plan being challenged, must be submitted with the appeal. Any documents not submitted within this time frame will not be considered.

#### DECISION PROCESS FOR APPEAL

Within five (5) school days of the District's receipt of a request for an arbitrator, one shall be chosen from the list of mutually agreed upon arbitrators.

Such Arbitrator (a) shall hear appeals in a timely manner after the appeal is made, (b) shall issue a decision regarding the appeal within thirty (30) calendar days after the appeal meeting, and (c) shall make final and binding determinations regarding the appeal based on the totality of information that was presented at the appeal meeting. The decision made by the arbitrator shall be considered final and no further appeals shall be made. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer may affirm, set aside, or modify a District's rating or improvement plan. A copy of the decision shall be provided to the principal and the District's representative.

The entire appeals process will be done in a timely and expeditious manner in accordance with education law 3012-c.

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

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

Training for Lead Evaluators (Superintendent) and Superintendent's designee responsible for the observation of principals is currently and will continue to be provided by both Ulster and Dutchess BOCES as well as turn key training provided by our Asst. Supt for Instruction. Each session offered on an annual basis addresses the essential outcomes as listed. Initial training sessions include a minimum of 30 hours. Annual training updates include a minimum of 5 hours.

ESSENTIAL OUTCOMES: The LEAD EVALUATOR TRAINING FOR PRINCIPALS:

1. New York State Teaching Standards and/or ISLLC 2008
2. Evidence-based observation techniques

3. Use of the student growth percentile model and the value-added growth model
4. Use of rubric(s) selected by the district used for evaluation
5. Use of any other assessment tools used to evaluate, including, but not limited to: structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
6. Use of locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System.
8. The scoring methodology utilized to evaluate a teacher or principal, including how scores are generated for each subcomponent and the scoring bands (HEDI)
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

More specifically, participants experience and learn the following:

#### 1. APPR REGULATIONS FOR PRINCIPALS

- Describe required elements for principal evaluation as per regulation
- Calculation of 20% growth (student achievement)
- Calculation of 20% local assessment (student achievement)
- Calculation of 60% (rubric/multiple measures)

#### 2. EVIDENCE BASED COLLECTION FOR PRINCIPAL

- Define characteristic of quality evidence collection
- Demonstrate collecting evidence that is not based on opinion or bias for
- REQUIRED School visits
- Feedback from constituents (OPTIONAL/RECOMMENDED)
- Review of school documents (OPTIONAL/RECOMMENDED)
- Evaluate examples of evidence collected, justify the evaluation, and provide feedback

#### 3. DEVELOPMENT AND ASSESSMENT OF ONE OR MORE “AMBITIOUS AND MEASURABLE GOALS”

- Describe how the goal demonstrates the principal’s contributions to improving teacher effectiveness, including but not limited to:
- Improved retention of high performing teachers
- Student growth scores of teachers granted vs. denied tenure
- Quality of feedback provided to teachers
- Facilitation of teacher participation in professional development
- Quality and effectiveness of teacher evaluations
- Define how the goals will be measured by evidence
- Explain which/how elements of the rubric are evidenced by this/these goal(s)
- Evaluate examples of goals for effectiveness, justify the evaluation, and provide feedback for improvement

#### 4. COLLECTING AND RATING EVIDENCE OF RUBRIC ELEMENTS NOT MEASURED BY GOALS

- Explain how any remaining domains/indicators of the rubric not addressed by the goals will be measured
- Describe evidence to be collected

#### 5. INTER-RATER AGREEMENT and INTER-RATER RELIABILITY

- Demonstrate agreement within the district in the collection of evidence and in categorizing the evidence to “levels” in the rubric.

#### 6. FEEDBACK

- Compare “feedback” with “praise” and “criticism”;
- Deliver quality, meaningful useful feedback
- Evaluate examples of feedback for effectiveness and quality; defend the evaluation

#### 7. SCORING

- Accurately apply the scoring metric for the 20 points local measure and 60 points (rubric/multiple measures) that was negotiated by the district

#### 8. PRINCIPAL IMPROVEMENT PLAN

- Define the characteristics of a quality PIP
- Evaluate examples of PIP(s), defend the evaluation, make recommendation for improvement

On-going training and re-certification will be available from BOCES. In addition, individuals not certified or seeking re-certification will be supported to attend other recognized certification programs, such as the one offered through LEAF (Leadership for Educational Achievement Foundation, Inc.).

All Lead Evaluators are certified by the HPCSD Board of Education on an annual basis.

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, July 14, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/747088-3Uqgn5g9Iu/Final APPR certification form.pdf>

#### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.



Highly Effective			Effective								Developing						Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	94-90%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	58-64%	51-57%	44-50%	38-43%	32-37%	26-31%	22-25%	18-21%	0-17%

Range	Percent of students scoring 65 or greater	Points Earned
Ineffective	0-10	0
	11-20	1
	21-30	2
Developing	31-38	3
	39-46	4
	47-54	5
	55-64	6
	65-68	7
Effective	69-72	8
	73-76	9
	77-80	10
	81-84	11
	85-89	12
Highly Effective	90-92	13
	93-96	14
	97-100	15

Local Measure Conversion Table

Range	Percent of Students Scoring 65 or Greater	Points Earned
Ineffective	0 - 10	0
	11 - 20	1
	21 - 30	2
Developing	31 - 36	3
	37 - 42	4
	43 - 48	5
	49 - 54	6
	55 - 57	7
	58 - 60	8
Effective	61 - 64	9
	65 - 68	10
	69 - 71	11
	72 - 74	12
	75 - 77	13
	78 - 80	14
	81 - 83	15
	84 - 86	16
	87 - 89	17
Highly Effective	90 - 93	18
	94 - 97	19
	98 - 100	20

**CONVERSION CHART  
60% OTHER MEASURES**

<b>Overall Rubric Score</b>	<b>Category</b>	<b>Conversion for 60% Teacher Practice Score</b>
<b>1</b>		<b>0</b>
<b>1.1</b>		<b>12</b>
<b>1.2</b>		<b>25</b>
<b>1.3</b>		<b>37</b>
<b>1.4</b>		<b>49</b>

**Ineffective 0-49**

<b>1.5</b>		<b>50</b>
<b>1.6</b>		<b>50.7</b>
<b>1.7</b>		<b>51.4</b>
<b>1.8</b>		<b>52.1</b>
<b>1.9</b>		<b>52.8</b>
<b>2</b>		<b>53.5</b>
<b>2.1</b>		<b>54.2</b>
<b>2.2</b>		<b>54.9</b>
<b>2.3</b>		<b>55.6</b>
<b>2.4</b>		<b>58.3</b>

**Developing 50 - 56**

<b>2.5</b>		<b>57</b>
<b>2.6</b>		<b>57.2</b>
<b>2.7</b>		<b>57.4</b>
<b>2.8</b>		<b>57.6</b>
<b>2.9</b>		<b>57.8</b>
<b>3</b>		<b>58</b>
<b>3.1</b>		<b>58.2</b>
<b>3.2</b>		<b>58.4</b>
<b>3.3</b>		<b>58.6</b>
<b>3.4</b>		<b>58.8</b>

**Effective 57-58**

<b>3.5</b>		<b>59</b>
<b>3.6</b>		<b>59.2</b>
<b>3.7</b>		<b>59.4</b>
<b>3.8</b>		<b>59.6</b>
<b>3.9</b>		<b>59.8</b>
<b>4</b>		<b>60</b>
	<b>Highly Effective 59 - 60</b>	

**Hyde Park Central School District  
Annual Professional Performance Review Summary Sheet**

**Teacher:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Academic Year:** \_\_\_\_\_

<b>20 % ( 25% Valued Added) Student Growth on State Assessments</b>	_____ /20 pts.
<b>20 % (15% Valued Added) Locally Selected Measures of Student Achievement</b>	_____ /20 pts.
<b>60 % Teacher Practice</b>	_____ /60 pts.
<b>Total Composite Score</b>	_____ /100 pts.

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

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

**Evaluator's Signature:** \_\_\_\_\_

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

# Annual Professional Performance Review Summary

Teacher: Teacher X  
 Evaluator: Principal Y  
 Academic Year: 13-14

Domain	Rating	Factor	Points
--------	--------	--------	--------

Rubric Score

**Announced Observation**

A	3	30%	.9
B	3	30%	.9
C	4	30%	1.20
D	3	10%	.3
Subtotal			3.30
			60%

**Unannounced Observation**

B	4	50%	.2
C	4	50%	.2
Subtotal			4
			15%

**Unannounced Observation**

B	4	50%	.2
C	4	50%	.2
Subtotal			4
			15%

**Domain E  
Domain F**

E	3	5%	.15
F	3	5%	.15

Total Rubric Score



Range	Percent of students scoring 65 or greater	Points Earned
Ineffective	0-10	0
	11-20	1
	21-30	2
Developing	31-38	3
	39-46	4
	47-54	5
	55-64	6
	65-68	7
Effective	69-72	8
	73-76	9
	77-80	10
	81-84	11
	85-89	12
Highly Effective	90-92	13
	93-96	14
	97-100	15

Local Measure Conversion Table

Range	Percent of Students Scoring 65 or Greater	Points Earned
Ineffective	0 - 10	0
	11 - 20	1
	21 - 30	2
Developing	31 - 36	3
	37 - 42	4
	43 - 48	5
	49 - 54	6
	55 - 57	7
	58 - 60	8
Effective	61 - 64	9
	65 - 68	10
	69 - 71	11
	72 - 74	12
	75 - 77	13
	78 - 80	14
	81 - 83	15
	84 - 86	16
	87 - 89	17
	Highly Effective	90 - 93
94 - 97		19
98 - 100		20

# Appendix

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Hyde Park Central School District  
Local Achievement Measures for Principals (15 PTS. Or 20 PTS.)  
Local Achievement Targets (LAT): RATINGS AND SCORES – Page 1

Principal: \_\_\_\_\_ YEAR: \_\_\_\_\_ CHECK ONE TOTAL: \_\_\_ 15 PTS. Or \_\_\_ 20 PTS.

The principal and superintendent shall mutually agree upon Local Achievement Targets, identifying the components below. One sheet should be completed for each LAT.

**Local Achievement Target:**

**Assessment used to measure achievement:**

**Scoring Methodology (Target attainment categories with related points and HEDI designations including relative value if multiple targets are utilized):**

**Date for final determination of assessment of Local Achievement Target:** \_\_\_\_\_

**PLAN AGREEMENT:**

\_\_\_\_\_  
Superintendent Signature/Date

\_\_\_\_\_  
Principal Signature/Date

**FINAL RATING/SCORE FOR TARGET:** \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_  
Superintendent Signature/Date

\_\_\_\_\_  
Principal Signature/Date

# Appendix

## “Other” Measures of Effectiveness (60 points) Hyde Park Central School District

### Principal’s Leadership and Management – Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal’s performance. A HEDI rating shall be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal: \_\_\_\_\_

School Year: \_\_\_\_\_

<b>MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC (MPPR)</b>	<b>40 POINTS*</b>	
	<b>Possible</b>	<b>Earned</b>
DOMAIN 1: SHARED VISION	4	
DOMAIN 2: SCHOOL CULTURE & INSTRUCTIONAL PROGRAM	16	
DOMAIN 3: SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT	6	
DOMAIN 4: COMMUNITY	3	
DOMAIN 5: INTEGRITY, FAIRNESS, ETHICS	10	
DOMAIN 6: POLITICAL, SOCIAL, ECONOMIC, LEGAL & CULTURAL CONTEXT	1	
<b>TOTAL</b>	<b>40</b>	

	<b>Possible</b>	<b>Earned</b>
<b>GOAL SETTING AND ATTAINMENT MPPR</b>	<b>20</b>	

\* See “Calculation Composite Score for 60 Points”

OVERALL TOTAL POINTS: \_\_\_\_\_

# Appendix

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## Calculation Composite Score for 60 Points

Enter the value into the box to indicate the score

<b>Domain 1: Shared Vision of Learning</b>	<b>H (4)</b>	<b>E(3)</b>	<b>D(2)</b>	<b>I (1)</b>	Score	xWeight	=Points
1a) Culture					0	2	0
1b) Sustainability					0	2	0
 <b>Domain 2: School Culture and Instructional Program</b>							
2a) Culture					0	4	0
2b) Instructional Program					0	4	0
2c) Capacity Building					0	4	0
2d) Sustainability					0	2	0
2e) Strategic Planning					0	2	0
 <b>Domain 3: Safe, Efficient, Effective Learning Environment</b>							
3a) Capacity Building					0	2	0
3b) Culture					0	1	0
3c) Sustainability					0	1	0
3d) Instructional Program					0	2	0
 <b>Domain 4: Community</b>							
4a) Strategic Planning					0	1	0
4b) Culture					0	1	0
4c) Sustainability					0	1	0
 <b>Domain 5: Integrity, Fairness, Ethics</b>							
5a) Sustainability					0	5	0
5b) Culture					0	5	0
 <b>Domain 6: Political, Social, Economic, Legal and Cultural Context</b>							
6a) Sustainability					0	.5	0
6b) Culture					0	.5	0

Total Points for Domains 1 – 6 = \_\_\_\_\_ (out of 160 points possible)

## Appendix

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**Other: Goal Setting and Attainment – 2  
Goals (based on an examination of data)**

	H (4)	E(3)	D(2)	I(1)	Score	xWeight	=Points
Goal 1: Uncovering Goals					0	2.5	0
Goal 1: Strategic Planning					0	2.5	0
Goal 1: Taking Action					0	2.5	0
Goal 1: Evaluating Attainment					0	2.5	0
Goal 2: Uncovering Goals					0	2.5	0
Goal 2: Strategic Planning					0	2.5	0
Goal 2: Taking Action					0	2.5	0
Goal 2: Evaluating Attainment					0	2.5	0

Total Points for 2 goals = \_\_\_\_\_  
(out of 80 points)

**Total points for Domains 1 -6 plus total points from goals = \_\_\_\_\_**  
**Divided by 60 = \_\_\_\_\_**

**Then Use Conversion Chart 1-4 Score**

# Appendix

## Conversion Chart – 60%

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-54</b>		
1		0
1.007		1
1.015		2
1.022		3
1.030		4
1.037		5
1.044		6
1.052		7
1.059		8
1.067		9
1.074		10
1.081		11
1.089		12
1.096		13
1.104		14
1.111		15
1.119		16
1.126		17
1.133		18
1.141		19
1.148		20
1.156		21

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1.163		22
1.170		23
1.178		24
1.185		25
1.193		26
1.200		27
1.207		28
1.215		29
1.222		30
1.230		31
1.237		32
1.244		33
1.252		34
1.259		35
1.267		36
1.274		37
1.281		38
1.289		39
1.296		40
1.304		41
1.311		42
1.319		43
1.326		44
1.333		45
1.341		46

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1.348		47
1.356		48
1.363		49
1.370		50
1.378		51
1.385		52
1.393		53
1.400		54
<b>Developing 55-56</b>		
1.5		55
1.6		55.2
1.7		55.4
1.8		55.6
1.9		55.8
2		56
2.1		56.2
2.2		56.4
2.3		56.6
2.4		56.8
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8

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3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

# Appendix

## OVERALL EVALUATION SUMMARY Hyde Park Central School District Principal Annual Professional Performance Review Summary

Principal's Name \_\_\_\_\_

Position/Site \_\_\_\_\_

School Year \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

Evaluator's visit dates \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

Evaluation Component	Points Range (check one in each of the 1 <sup>st</sup> 2 boxes)	Points Earned	HEDI RATING	Comments
State (or comparable) student achievement growth score	__ 0 – 20 <b>or</b> __ 0 – 25			
Locally selected measures of student achievement Score	__ 0 – 20 <b>or</b> __ 0 – 15			
Other Measures of Performance: Supervisor's Assessment of Leadership and Management; LCI Multidimensional Rubric	(0-60)			
<b>OVERALL TOTAL POINTS</b>	<b>0-100</b>			

<b>HEIDI COMPOSITE SCALE (2012-2013)</b>	
HIGHLY EFFECTIVE	91-100
EFFECTIVE	75-90
DEVELOPING	65-74
INEFFECTIVE	0-64

**APPR Overall Rating (HEDI):** \_\_\_\_\_

Supervisor's Signature and date \_\_\_\_\_

*Hyde Park Central School District*  
**Principal Improvement Plan (PIP)**

Principal's Name: \_\_\_\_\_

School: \_\_\_\_\_

Lead Evaluator: \_\_\_\_\_

Initial Meeting Date: \_\_\_\_\_

A. Area(s) of unsatisfactory performance:

B. Specific goal(s) [language from effective column of rubric]:

C. Demonstration of improvement:

**D. Action Plan**

<u>Activity</u>	<u>Timeline</u> [including interim conferences with evaluator]	<u>Responsibility</u>	<u>Evidence</u>	<u>Date completed</u>	<u>Initials</u> Teacher/Admin.

Follow-up Conference the week of: \_\_\_\_\_

\_\_\_\_\_  
 Lead Evaluator Signature                      Date

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

\_\_\_\_\_  
 Assistant Superintendent for Instruction & Personnel      Date

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

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

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

*Dee Lychee* 7/9/14

Teachers Union President Signature: Date:

*Maybeth Scullings* 7/9/14

Administrative Union President Signature: Date: 06/27/14

*Jennifer Criser-Eighmey*

Board of Education President Signature: Date:

*Douglas H. Huter* 7/9/14