



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  
89 Washington Ave., Room 111  
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

March 18, 2014

**Revised**

Chad C. Groff, Superintendent  
Jasper-Troupsburg Central School District  
3769 State Route 417  
Jasper, NY 14855

Dear Superintendent Groff:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Dr. Horst Graefe

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, February 21, 2014

---

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 572702040000

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

572702040000

#### 1.2) School District Name: JASPER-TROUPSBURG CSD

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

JASPER-TROUPSBURG CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, March 14, 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	District, regional, or BOCES-developed assessment	JT district developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	JT district developed 1st grade ELA assessment
2	District, regional, or BOCES-developed assessment	JT district developed 2nd grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each grade level will be using a differentiated targets model to measure student growth in ELA. Each student’s growth from the beginning of the year assessment compared to the end of the year assessment will be measured. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 = 100 - 95 19 = 94 - 91 18 = 90 - 86
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 = 85 - 84 16 = 83 - 81 15 = 80 - 79 14 = 78 - 76

13 = 75 - 73  
 12 = 72 - 70  
 11 = 69 - 66  
 10 = 65 - 61  
 9 = 60 - 55

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8 = 54 - 53  
 7 = 52 - 51  
 6 = 50 - 46  
 5 = 45 - 41  
 4 = 40 - 36  
 3 = 35 - 30

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

2 = 29 - 21  
 1 = 20 - 11  
 0 = 10 - 0

### 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	JT district developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	JT district developed 1st grade Math assessment
2	District, regional, or BOCES-developed assessment	JT district developed 2nd grade Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Each grade level will be using a differentiated targets model to measure student growth in Math. Each student's growth from the beginning of the year assessment compared to the end of the year assessment will be measured. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

20 = 100 - 95  
 19 = 94 - 91  
 18 = 90 - 86

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

17 = 85 - 84  
 16 = 83 - 81  
 15 = 80 - 79  
 14 = 78 - 76  
 13 = 75 - 73  
 12 = 72 - 70  
 11 = 69 - 66

10 = 65 - 61

9 = 60 - 55

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8 = 54 - 53

7 = 52 - 51

6 = 50 - 46

5 = 45 - 41

4 = 40 - 36

3 = 35 - 30

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

2 = 29 - 21

1 = 20 - 11

0 = 10 - 0

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The grade 6 teachers are common branch teachers.

The teacher responsible for Science 7 will have his growth score calculated using the 8th Grade State Science Assessment because 50% or more of the total population of his students are covered by this assessment.

Our 8th grade students will show performance growth from the beginning of year assessment to the 8th grade science assessment. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

20 = 100 - 95

19 = 94 - 91

18 = 90 - 86

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

17 = 85 - 84

16 = 83 - 81

15 = 80 - 79

14 = 78 - 76

13 = 75 - 73

12 = 72 - 70

11 = 69 - 66

10 = 65 - 61

9 = 60 - 55

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

8 = 54 - 53

7 = 52 - 51

6 = 50 - 46

5 = 45 - 41

4 = 40 - 36

3 = 35 - 30

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

2 = 29 - 21

1 = 20 - 11

0 = 10 - 0

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	Not applicable	Not applicable
8	District, regional or BOCES-developed assessment	JT district developed 8th grade Social Studies assessment

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

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

The grade 6 teachers are common branch teachers.

The teacher responsible for Social Studies 7 will have her growth score calculated using the JT district developed 8th grade Social Studies assessment because 50% or more of the total population of her students are covered by this assessment.

Our 8th grade social studies student growth will be measured using a differentiated targets model. Each student's growth from the beginning of the year assessment compared to the end of the year assessment will be measured. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

20 = 100 - 95

19 = 94 - 91

18 = 90 - 86

Effective (9 - 17 points) Results meet District goals for similar students.

17 = 85 - 84

16 = 83 - 81

15 = 80 - 79

14 = 78 - 76

13 = 75 - 73

12 = 72 - 70

11 = 69 - 66

10 = 65 - 61

9 = 60 - 55

Developing (3 - 8 points) Results are below District goals for similar students.

8 = 54 - 53

7 = 52 - 51

6 = 50 - 46

5 = 45 - 41

4 = 40 - 36

3 = 35 - 30

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

2 = 29 - 21

1 = 20 - 11

0 = 10 - 0

## 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	JT district developed Global 1 assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Not applicable	Not applicable

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.

Each global studies student's growth from the beginning of the year assessment compared to the end of the year assessment will be measured. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.

The teacher responsible for the American History assessment will have her growth score calculated under Economics, because 50% or more of the total population of her students are covered by this assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.

20 = 100 - 95

19 = 94 - 91

18 = 90 - 86

Effective (9 - 17 points) Results meet District goals for similar students.	17 = 85 - 84
	16 = 83 - 81
	15 = 80 - 79
	14 = 78 - 76
	13 = 75 - 73
	12 = 72 - 70
	11 = 69 - 66
	10 = 65 - 61
	9 = 60 - 55
Developing (3 - 8 points) Results are below District goals for similar students.	8 = 54 - 53
	7 = 52 - 51
	6 = 50 - 46
	5 = 45 - 41
	4 = 40 - 36
	3 = 35 - 30
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 = 29 - 21
	1 = 20 - 11
	0 = 10 - 0

## 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	Not applicable	Not applicable

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.	<p>Our high school science student growth will be measured using a differentiated targets model. Each student's growth from the beginning of the year assessment compared to the respective end of the year Regents exam will be measured. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.</p> <p>The teacher responsible for the Physics assessment will have his growth score calculated with the Living Environment exam because 50% or more of the total population of his students are covered by this assessment.</p>
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 = 100 - 95 19 = 94 - 91 18 = 90 - 86
Effective (9 - 17 points) Results meet District goals for similar students.	17 = 85 - 84 16 = 83 - 81 15 = 80 - 79 14 = 78 - 76 13 = 75 - 73 12 = 72 - 70 11 = 69 - 66 10 = 65 - 61 9 = 60 - 55
Developing (3 - 8 points) Results are below District goals for similar students.	8 = 54 - 53 7 = 52 - 51 6 = 50 - 46 5 = 45 - 41 4 = 40 - 36 3 = 35 - 30
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 = 29 - 21 1 = 20 - 11 0 = 10 - 0

## 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.	Our Algebra 1 students will show performance growth from the beginning of year assessment to the NYS Integrated Algebra Regents exam and the NYS Common Core Algebra 1 exam. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.
---	--

For students enrolled in Common Core courses, the district will administer the NYS Integrated Algebra Regents exam and the NYS Common Core Algebra 1 exam. The district will use the higher of the two scores.

The teacher responsible for the Geometry assessment will have their growth score calculated with the Algebra 2 exam because 50% or more of the total population of her students are covered by this assessment. However, in the future if the teacher for Geometry no longer has their growth score calculated with the Algebra 2 exam because 50% or more of the total population of their students are covered by the Geometry exam then the Geometry exam will be used.

Our Algebra 2 students will show performance growth from the beginning of year assessment to the Algebra 2 Regents Exam. The individual growth target will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 = 100 - 95 19 = 94 - 91 18 = 90 - 86
Effective (9 - 17 points) Results meet District goals for similar students.	17 = 85 - 84 16 = 83 - 81 15 = 80 - 79 14 = 78 - 76 13 = 75 - 73 12 = 72 - 70 11 = 69 - 66 10 = 65 - 61 9 = 60 - 55
Developing (3 - 8 points) Results are below District goals for similar students.	8 = 54 - 53 7 = 52 - 51 6 = 50 - 46 5 = 45 - 41 4 = 40 - 36 3 = 35 - 30
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 = 29 - 21 1 = 20 - 11 0 = 10 - 0

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	JT district developed 9th grade English assessment

Grade 10 ELA	District, regional or BOCES-developed assessment	JT district developed 10th grade English assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents 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.	<p>The individual growth target for each of the following will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.</p> <p>Our 9th grade English student growth will be measured using a differentiated targets model. Each student's growth from the beginning of the year assessment compared to the end of the year assessment will be measured on the JT district developed 9th grade English assessment.</p> <p>Our 10th grade English student growth will be measured using a differentiated targets model. Each student's growth from the beginning of the year assessment compared to the end of the year assessment will be measured on the JT district developed 10th grade English assessment.</p> <p>Our 11th grade English students will show performance growth from the beginning of year assessment to the Regents Comprehensive Examination in English.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>20 = 100 - 95  19 = 94 - 91  18 = 90 - 86</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>17 = 85 - 84  16 = 83 - 81  15 = 80 - 79  14 = 78 - 76  13 = 75 - 73  12 = 72 - 70  11 = 69 - 66  10 = 65 - 61  9 = 60 - 55</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>8 = 54 - 53  7 = 52 - 51  6 = 50 - 46  5 = 45 - 41  4 = 40 - 36  3 = 35 - 30</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>2 = 29 - 21  1 = 20 - 11  0 = 10 - 0</p>

## 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	JTCSD developed grade and subject specific assessments
Accelerated Grade 8 Math	State Assessment	NYS Integrated Algebra Regents and NYS Common Core Algebra 1 Exam

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.	Each local course will show student performance growth from a beginning of year assessment to an end of year assessment on each respective district developed grade and subject specific assessment. The individual growth target for each course will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets.
	Accelerated 8th Grade Math students will show student performance growth from a beginning of year assessment to the to the end of year assessment. For these students, the district will administer the NYS Integrated Algebra Regents exam and the NYS Common Core Algebra 1 exam. The district will use the higher of the two scores. The individual growth target for each course will be set by the teacher and approved by the building principal based upon the results of the beginning of the year assessment. HEDI points will be assigned based upon the percentage of students meeting the growth targets. This will apply to accelerated math students so long as the ESEA waiver is in effect.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 = 100 - 95 19 = 94 - 91 18 = 90 - 86
Effective (9 - 17 points) Results meet District goals for similar students.	17 = 85 - 84 16 = 83 - 81 15 = 80 - 79 14 = 78 - 76 13 = 75 - 73 12 = 72 - 70 11 = 69 - 66 10 = 65 - 61 9 = 60 - 55
Developing (3 - 8 points) Results are below District goals for similar students.	8 = 54 - 53 7 = 52 - 51 6 = 50 - 46 5 = 45 - 41 4 = 40 - 36 3 = 35 - 30



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 Wednesday, March 12, 2014

---

#### Page 1

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

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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	6(ii) School wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
5	6(ii) School wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
6	6(ii) School wide measure computed locally	JT district developed 1st – 6th grade literacy assessments

7	5) District, regional, or BOCES–developed assessments	JT district developed 8th grade English assessment
8	5) District, regional, or BOCES–developed assessments	JT district developed 8th grade English 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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The district will be using a school wide score for achievement based upon the performance of students on the JT district developed and grade specific literacy assessment for grades 1-6. We will calculate the percentage of students who achieve grade level benchmark in October, and work to increase the percentage of students who achieve grade level benchmark in June. It should be understood that the June benchmark target requires students to achieve a higher level of literacy, compared to the October benchmark, to meet the target. The local measure score will be determined by the increase in the percentage of students achieving benchmark in June - scale listed below. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the increase in the percentage of students meeting the achievement targets. The 15 point Value Added HEDI scale is listed below. The district will use the 20 point HEDI scale that has been uploaded until the value added measure is implemented, at which point the district will then use the 15 point Value Added HEDI scale.</p> <p>The teacher responsible for the English 7 is also the teacher of record for English 8 and will have her local score calculated with the district developed 8th grade English assessment.</p> <p>The 8th grade student achievement will be measured on the JT district developed 8th grade English assessment. The goal is to have students scoring a 65% or higher on the assessment. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the percentage of students meeting the achievement target. The 15 point Value Added HEDI scale and the 20 point HEDI scale have been uploaded. The district will use the 20 point HEDI scale until the value added measure is implemented, at which point the district will then use the 15 point Value Added HEDI scale.</p>
---	--

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 = 4.1 + 14 = 4.0 / 3.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 = 3.0 / 2.5 12 = 2.4 / 2.0 11 = 1.9 / 1.5 10 = 1.4 / 1.0 9 = 0.9 / 0.4

8 = 0.3 / 0

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

7 = -0.1 / -0.9  
6 = -1.0 / -1.6  
5 = -1.7 / -2.1  
4 = -2.2 / -2.5  
3 = -2.6 / -3.0

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

2 = -3.1 / -3.9  
1 = -4.0 / -4.5  
0 = -4.6 or less

### 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	6(ii) School wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
5	6(ii) School wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
6	6(ii) School wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
7	5) District, regional, or BOCES–developed assessments	JT district developed 7th grade Math assessment
8	5) District, regional, or BOCES–developed assessments	JT district developed 8th grade Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

The teachers responsible for math in 4th, 5th, and 6th grades will have their achievement scores calculated using the school wide measure for literacy. The district will be using a school wide score for achievement based upon the performance of students on the JT district developed and grade specific literacy assessment for grades 1-6. We will calculate the percentage of students who achieve grade level benchmark in October, and work to increase the percentage of students who achieve grade level benchmark in June. It should be understood that the June benchmark target requires students to achieve a higher level of literacy, compared to the October benchmark, to meet the target. The local measure score will be determined by the increase in the percentage of students achieving benchmark in June - scale listed below. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the increase in the percentage of students

meeting the achievement targets. The 15 point Value Added HEDI scale is listed below. The district will use the 20 point HEDI scale that has been uploaded until the value added measure is implemented, at which point the district will then use the 15 point Value Added HEDI scale.

The 7th grade student achievement will be measured on the JT district 7th grade math assessment. The goal is to have students scoring a 65% or higher on the assessment. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the percentage of students meeting the achievement target. The 15 point Value Added HEDI scale and the 20 point HEDI scale have been uploaded. The district will use the 20 point HEDI scale until the value added measure is implemented, at which point the district will then use the 15 point Value Added HEDI scale.

The 8th grade student achievement will be measured on the JT district 8th grade math assessment. The goal is to have students scoring a 65% or higher on the assessment. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the percentage of students meeting the achievement target. The 15 point Value Added HEDI scale and the 20 point HEDI scale have been uploaded. The district will use the 20 point HEDI scale until the value added measure is implemented, at which point the district will then use the 15 point Value Added HEDI scale.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 = 4.1 + 14 = 4.0 / 3.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 = 3.0 / 2.5 12 = 2.4 / 2.0 11 = 1.9 / 1.5 10 = 1.4 / 1.0 9 = 0.9 / 0.4 8 = 0.3 / 0
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 = -0.1 / -0.9 6 = -1.0 / -1.6 5 = -1.7 / -2.1 4 = -2.2 / -2.5 3 = -2.6 / -3.0
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = -3.1 / -3.9 1 = -4.0 / -4.5 0 = -4.6 or less

### 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/12149/879859-rhJdBgDruP/JT HEDI Rubric for Value Added Teachers Local Measure.pdf](#)

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

**Growth or achievement measure(s) from these options.**

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 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	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
1	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
2	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
3	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will be using a school wide score for achievement based upon the performance of students on the JT district developed and grade specific literacy assessment for grades 1-6. We will calculate the percentage of students who achieve grade level benchmark in October, and work to increase the percentage of students who achieve grade level benchmark in June. It should be understood that the June benchmark target requires students to achieve a higher level of literacy, compared to the October benchmark, to meet the target. The local measure score will be determined by the increase in the percentage of students achieving benchmark in June - scale listed below. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the increase in the percentage of students meeting the achievement targets. The HEDI scale is listed below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 5.0 + 19 = 4.9 / 4.0 18 = 3.9 / 3.1
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 3.0 / 2.9 16 = 2.8 / 2.6 15 = 2.5 / 2.3 14 = 2.2 / 1.9 13 = 1.8 / 1.5 12 = 1.4 / 1.1 11 = 1.0 / 0.8 10 = 0.7 / 0.4 9 = 0.3 / 0
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = -0.1 / -0.9 7 = -1.0 / -1.4 6 = -1.5 / -1.9 5 = -2.0 / -2.4 4 = -2.5 / -2.9 3 = -3.0 / -3.4

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = -3.5 / -3.9 1 = -4.0 / -4.4 0 = -4.5 / or less
--	--

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
1	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
2	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
3	6(ii) School-wide measure computed locally	JT district developed 1st – 6th grade literacy assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers responsible for math in Kindergarten, 1st, 2nd, and 3rd grades will have their achievement scores calculated using the school wide measure for literacy. The district will be using a school wide score for achievement based upon the performance of students on the JT district developed and grade specific literacy assessment for grades 1-6. We will calculate the percentage of students who achieve grade level benchmark in October, and work to increase the percentage of students who achieve grade level benchmark in June. It should be understood that the June benchmark target requires students to achieve a higher level of literacy, compared to the October benchmark, to meet the target. The local measure score will be determined by the increase in the percentage of students achieving benchmark in June - scale listed below. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the increase in the percentage of students meeting the achievement targets. The HEDI scale is listed below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 5.0 + 19 = 4.9 / 4.0 18 = 3.9 / 3.1
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 3.0 / 2.9 16 = 2.8 / 2.6 15 = 2.5 / 2.3 14 = 2.2 / 1.9

13 = 1.8 / 1.5  
 12 = 1.4 / 1.1  
 11 = 1.0 / 0.8  
 10 = 0.7 / 0.4  
 9 = 0.3 / 0

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.  
 8 = -0.1 / -0.9  
 7 = -1.0 / -1.4  
 6 = -1.5 / -1.9  
 5 = -2.0 / -2.4  
 4 = -2.5 / -2.9  
 3 = -3.0 / -3.4

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  
 2 = -3.5 / -3.9  
 1 = -4.0 / -4.4  
 0 = -4.5 / or less

### 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	Not applicable	Not applicable
7	3) Teacher specific achievement or growth score computed locally	8th Grade State Science Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade State Science Assessment

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

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

The grade 6 teachers are common branch teachers.

The teacher responsible for Science 7 is also the teacher of record for Science 8 and will have his achievement score calculated using the 8th grade state science assessment.

The district will assess the achievement of 8th grade students on the state science assessment. The HEDI score will be based upon the percentage of students achieving a proficient score of 3 or 4 on the assessment. The achievement target will be set by the teacher and approved by the building principal. The HEDI scale is listed below.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  
 20 = 100 - 66  
 19 = 65  
 18 = 64

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  
 17 = 63  
 16 = 62  
 15 = 61  
 14 = 60  
 13 = 59  
 12 = 58  
 11 = 57

10 = 56  
9 = 55 - 50

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  
8 = 49 - 45  
7 = 44 - 40  
6 = 39 - 35  
5 = 34 - 30  
4 = 29 - 25  
3 = 24 - 20

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  
2 = 19 - 11  
1 = 10 - 1  
0 = 0

### 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	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	JT district developed 8th grade Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	JT district developed 8th grade Social Studies assessment

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

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

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

The grade 6 teachers are common branch teachers.

The teacher responsible for Social Studies 7 is also the teacher of record for Social Studies 8 and will have her achievement score calculated using the JT district developed 8th grade Social Studies assessment.

The district will assess the achievement of 8th grade students on the JT district developed 8th grade social studies assessment. The achievement target will be set by the teacher and approved by the building principal. The HEDI score will be based upon the percentage of students achieving a 65% or higher score on the assessment. The HEDI scale is listed below.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  
20 = 100 – 65  
19 = 64 – 61  
18 = 60 – 58

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  
17 = 57 – 55  
16 = 54 – 52  
15 = 51 – 49

14 = 48 – 46  
 13 = 45 – 43  
 12 = 42 – 40  
 11 = 39 – 37  
 10 = 36 – 34  
 9 = 33 – 31

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

8 = 30 – 27  
 7 = 26 – 23  
 6 = 22 – 19  
 5 = 18 – 15  
 4 = 14 – 11  
 3 = 10 – 7

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

2 = 6 – 3  
 1 = 2 – 1  
 0 = 0

### 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	JT district developed Global 1 assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global History & Geography Regents Exam
American History	Not applicable	Not applicable

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

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

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

The district will assess the achievement of 9th grade students on the JT district developed Global 1 assessment. The achievement target will be set by the teacher and approved by the building principal. The HEDI score will be based upon the percentage of students achieving a 65 or higher score on the assessment. The HEDI scale has been uploaded.

The district will assess the achievement of 10th grade students on the Global History & Geography Regents exam. The achievement target will be set by the teacher and approved by the building principal. The HEDI score will be based upon the percentage of students achieving a 65 or higher score on the assessment. The HEDI scale is listed below.

American History is being covered by teachers having their local scores determined by Global 1 and Economics.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 100 – 65 19 = 64 – 61 18 = 60 – 58
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 57 – 55 16 = 54 – 52 15 = 51 – 49 14 = 48 – 46 13 = 45 – 43 12 = 42 – 40 11 = 39 – 37 10 = 36 – 34 9 = 33 – 31
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 30 – 27 7 = 26 – 23 6 = 22 – 19 5 = 18 – 15 4 = 14 – 11 3 = 10 – 7
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 6 – 3 1 = 2 – 1 0 = 0

### 3.9) High School Science

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

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

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

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.	<p>The district will assess the achievement of high school students on the respective Science Regents exam. The achievement target for each subject will be set by the teacher and approved by the building principal. The HEDI score will be based upon the percentage of students achieving a passing score of 65 or higher on the assessment.</p> <p>The HEDI scale for Living Environment has been uploaded.</p> <p>The Earth Science and Chemistry HEDI scales are listed below.</p> <p>The teacher responsible for the Physics Regents exam is also the teacher of record for the Living Environment exam and will have his achievement score calculated using the Living Environment Regents exam.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>20 = 100 – 65</p> <p>19 = 64 – 61</p> <p>18 = 60 – 58</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>17 = 57 – 55</p> <p>16 = 54 – 52</p> <p>15 = 51 – 49</p> <p>14 = 48 – 46</p> <p>13 = 45 – 43</p> <p>12 = 42 – 40</p> <p>11 = 39 – 37</p> <p>10 = 36 – 34</p> <p>9 = 33 – 31</p>
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>8 = 30 – 27</p> <p>7 = 26 – 23</p> <p>6 = 22 – 19</p> <p>5 = 18 – 15</p> <p>4 = 14 – 11</p> <p>3 = 10 – 7</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>2 = 6 – 3</p> <p>1 = 2 – 1</p> <p>0 = 0</p>

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents exam and the NYS Common Core Algebra 1 exam
Geometry	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents Exam

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The district will assess the achievement of Algebra 1 and Algebra 2 students on the Regents exam. The achievement target for each subject will be set by the teacher and approved by the building principal. The HEDI score will be based upon the percentage of students achieving a passing score of 65 or better on the assessment. The HEDI scale is listed below.</p> <p>The teacher responsible for the Geometry Regents exam is also the teacher of record for the Algebra 2 Regents exam and will have her achievement score calculated using the Algebra 2 Regents exam.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20 = 100 – 65 19 = 64 – 61 18 = 60 – 58</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 = 57 – 55 16 = 54 – 52 15 = 51 – 49 14 = 48 – 46 13 = 45 – 43 12 = 42 – 40 11 = 39 – 37 10 = 36 – 34 9 = 33 – 31</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 = 30 – 27 7 = 26 – 23 6 = 22 – 19 5 = 18 – 15 4 = 14 – 11 3 = 10 – 7</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 = 6 – 3 1 = 2 – 1 0 = 0</p>

### 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	JT district developed 9th grade English assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	JT district developed 10th grade English assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Regents Comprehensive Examination in English

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.	<p>The 9th grade student achievement will be measured on the JT district 9th grade English assessment. The goal is to have students scoring a 65% or higher on the assessment. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the percentage of students meeting the achievement goal. The HEDI scale is listed below.</p> <p>The 10th grade student achievement will be measured on the JT district 10th grade English assessment. The HEDI score will be based upon the percentage of students achieving a 65% or higher score on the assessment. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the percentage of students meeting the achievement goal. The HEDI scale is listed below.</p> <p>The 11th grade student achievement will be measured on the English Regents exam. The HEDI score will be based upon the percentage of students achieving a 65 or higher score on the assessment. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the percentage of students meeting the achievement goal. The HEDI scale is listed below.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 100 – 65 19 = 64 – 61 18 = 60 – 58
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 57 – 55 16 = 54 – 52 15 = 51 – 49 14 = 48 – 46 13 = 45 – 43 12 = 42 – 40 11 = 39 – 37

$10 = 36 - 34$

$9 = 33 - 31$

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

$8 = 30 - 27$

$7 = 26 - 23$

$6 = 22 - 19$

$5 = 18 - 15$

$4 = 14 - 11$

$3 = 10 - 7$

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

$2 = 6 - 3$

$1 = 2 - 1$

$0 = 0$

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Courses Not Named Above for Grades K-6	6(ii) School wide measure computed locally	JT district developed 1st – 6th grade literacy assessments
All Other Courses Not Named Above for Grades 7-12	5) District/regional/BOCES–developed	JTCSD developed grade and subject specific assessments

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

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

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

The following subject areas have set targets and the HEDI score based upon the percentage of students achieving a 65% or higher score on the assessment: Jr High Art, Physical Education, Home & Careers, Special Education, Economics, Technology, and Spanish. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the percentage of students meeting the achievement goal. The HEDI scale is listed below.

The teachers for the following subject and grade levels have set achievement targets and those targets have been approved by the building principal: Keyboarding and High School Music. HEDI points will be assigned based upon the percentage of students meeting the achievement goal. The HEDI scales have been uploaded.

For the elementary teachers not listed previously, the district will be using a school wide score for achievement based upon the performance of students on the JT district developed and grade specific literacy assessment for grades 1-6. We will calculate the percentage of students who achieve grade level benchmark in October, and work to increase the percentage of

students who achieve grade level benchmark in June. It should be understood that the June benchmark target requires students to achieve a higher level of literacy, compared to the October benchmark, to meet the target. The local measure score will be determined by the increase in the percentage of students achieving benchmark in June. The achievement target will be set by the teacher and approved by the building principal. HEDI points will be assigned based upon the increase in the percentage of students meeting the achievement targets. The HEDI scale has been uploaded.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 = 100 – 65 19 = 64 – 61 18 = 60 – 58
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 57 – 55 16 = 54 – 52 15 = 51 – 49 14 = 48 – 46 13 = 45 – 43 12 = 42 – 40 11 = 39 – 37 10 = 36 – 34 9 = 33 – 31
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 30 – 27 7 = 26 – 23 6 = 22 – 19 5 = 18 – 15 4 = 14 – 11 3 = 10 – 7
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 6 – 3 1 = 2 – 1 0 = 0

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/12149/879859-y92vNseFa4/JT HEDI Rubric for Teachers Local Measure\_1.pdf

### 3.14) Locally Developed Controls

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

No Controls

### 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.

Not applicable

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, February 21, 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.)

Marshall's Teacher Evaluation Rubric

Not Applicable

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The district will be using the Marshall Teacher Evaluation Rubric. Teacher evaluations will be based upon Marshall’s foundational concept of mini-observations. These fifteen minute observations will be vital to providing our administrators the opportunity to have factual information about the teaching and learning within each of our classrooms. Teachers will be assured that administrators know about the good activities that are being fostered within their classrooms, instead of wondering what an administrator knows or doesn’t know about their classrooms. Finally, the mini-observations provide a wonderfully rich opportunity for administrators and teachers to

have professional discussions about the teaching and learning that occurs throughout the academic year – not just one forty minute period.

The evaluation tool is divided into 6 professional domains, and contains 10 indicators within each domain. Therefore, there are a total of 60 possible points for the evaluation. The district and the teachers’ association have agreed that six or more mini-observations will occur during the academic year. Following a mini-observation, the administrator will talk with the teacher about what was observed. The administrator will then reduce the conversation to writing, and a running record of the administrator’s mini-observations will be kept by both the administrator and the teacher. The mini-observations will be considered evidence towards the summative evaluation rubric. At the end of the academic year, the administrator and the teacher will come together to have a professional dialogue about the year and the teacher’s performance based upon each domain and its indicators. Each indicator has a score range of 4 to 1 (4 = highly effective; 3 = effective; 2 = developing; and 1 = ineffective).

Number calculations: A point total value will be determined based upon the total number of indicators and the rubric point value the teacher achieved for each indicator (highest score of 240 = 60 indicators x rubric score of 4). A teacher’s average Marshall rubric score will be determined by dividing the teachers point value by 60 (teacher total score of 200 / 60 = average rubric score of 3.3). The teacher’s overall evaluation score will be assigned based upon the conversion from the average rubric score to the HEDI score ratings created within the district. We will be following normal rounding rules. However, rounding will not result in a teacher moving from one scoring band to the next.

As Marshall indicates, in his writings and his professional development, teachers will find it very difficult to score in the highly effective category on a great number of the indicators. Marshall believes a teacher achieving scores within the effective range on his rubric is a very solid, productive teacher. We believe the Marshall Teacher Evaluation Rubric will help our teachers set goals for themselves to achieve highly effective ratings among the indicators.

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	60 = 4.0 - 3.2 Marshall Avg Score (MAS) 59 = 3.1 - 3.0 MAS
Effective: Overall performance and results meet NYS Teaching Standards.	58 = 2.9 Marshall Avg Score (MAS) 57 = 2.8 MAS 56 = 2.7 MAS 55 = 2.6 MAS 54 = 2.5 MAS
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	53 = 2.4 Marshal Avg Score (MAS) 52 = 2.3 MAS 51 = 2.2 MAS 50 = 2.1 - 2.0 MAS
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	49 = 1.9 Marshall Avg Score (MAS) 48 = 1.8 MAS 47 = 1.7 MAS 46 = 1.6 MAS 45 = 1.5 MAS 40 = 1.4 MAS 30 = 1.3 MAS 20 = 1.2 MAS 10 = 1.1 MAS 0 = 1.0 MAS

Provide the ranges for the 60-point scoring bands.

Highly Effective	60 - 59
Effective	58 - 54
Developing	53 - 50
Ineffective	49 - 0

#### 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	0
Informal/Short	6
Enter Total	6

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?

- Not Applicable

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	0
Informal/Short	6
Total	6

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?

- 
- Not Applicable
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, December 31, 2013

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	60 - 59
Effective	58 - 54
Developing	53 - 50
Ineffective	49 - 0

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 Friday, February 07, 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/5265/192711-Df0w3Xx5v6/JT Teacher Improvement Plan.pdf

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### INFORMAL MEETING WITH ADMINISTRATOR

The first phase for a teacher will be an informal meeting with the administrator who administered the professional evaluation or

teacher improvement plan. This phase will only address composite ratings of Ineffective or Developing. A request for an informal meeting with the administrator must be given to the administrator within five (5) school days from the date when the teacher received his performance review or teacher improvement plan. If this meeting does not result in the outcome sought by the teacher, he will have the opportunity to continue the appeals process.

#### APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Teachers can only appeal composite ratings of Ineffective or Developing for their annual professional performance review APPR. This is the only procedure for challenging composite ratings.

#### WHAT MAY BE CHALLENGED IN AN APPEAL

The teacher can only appeal the substance of the APPR, and whether the District complied with applicable procedures. A teacher may also appeal the substance and applicable procedures for a teacher improvement plan.

#### PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher cannot file multiple appeals on the same performance review or teacher improvement plan unless the grounds for appeal are unknown to the teacher at the time of the initial filing. All grounds for appeal must be raised within one appeal. Any grounds known to the teacher and not raised at the time the appeal is filed shall be deemed waived. If the grounds for an appeal were not known to file a timely appeal, the appeal will follow the same process as outlined.

#### BURDEN OF PROOF

The teacher bears the burden of proving by substantial evidence that the evaluation should be overturned.

#### TIMEFRAME FOR FILING AN APPEAL

Appeals must be submitted, to the superintendent of schools and president of the JTTA, in writing no later than 15 calendar days from the date when the teacher receives his performance review or teacher improvement plan; or within 15 days from the time the teacher became aware of previously unknown grounds for an appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit the Teacher Appeals Form with detailed information and any supporting documentation. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

The entire appeals process will be timely in accordance with Ed Law 3012c.

#### COMMITTEE DECISION ON APPEAL

A committee shall hear the appeal of a teacher within three (3) school days following the filing of the appeal. The committee will consist of the building principal not responsible for the professional review, a member of the JTTA as selected by the executive committee, and the superintendent of schools. The teacher and the principal responsible for the review shall present information to the committee. The building principal not responsible for the review and the JTTA member will seek to come to consensus regarding a decision on the appeal. This meeting will last no longer than one (1) day. If consensus cannot be reached, the superintendent will cast a tie-breaking vote. A written response will be rendered within 24 hours of the appeals hearing. The decision by the committee shall be final.

#### EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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

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

The district administrators have been certified as lead evaluators. Each evaluator has attended more than 20 hours of regional and state level trainings in how to implement each of the components of the APPR plan. Each administrator has also been trained by Mr. Kim Marshall in how to effectively implement the Marshall Teacher Evaluation Rubric. This training included how to ensure inter-rater reliability using the Marshall Teacher Rubric. Regional trainings have included the development and implementation of the state growth and local measure components. The administrators will continue to attend professional development opportunities to ensure the district remains current in regards to the APPR process. The district will re-certify lead evaluators annually. The recertification process will include 6-12 hours of regional training with our BOCES. The district will also monitor any other professional development needs for the lead evaluators, and address those as needed.

If the district employs a district administrator who does not have training in the use of the Marshall Rubric, the district will make arrangements for the training. The new administrator's training will include the philosophy and implementation of the Marshall Rubric and the nine (9) elements required in Ed Law 3012c. This new administrator's on-going training will be consistent with existing administrators. The Board of Education will certify the training.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

## 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, December 31, 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 - 6
7 - 12
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 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
------------------------	----------------------------	------------------------

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <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 Wednesday, March 12, 2014

---

## Page 1

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

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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 - 6	(d) measures used by district for teacher evaluation	JT district developed 1st - 6th grade literacy assessments
7 - 12	(h) students' progress toward graduation	10th grade credit accumulation

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 district will be using a school wide score for achievement based upon the performance of students on the JT district developed and grade specific literacy assessment for grades 1-6. We will calculate the percentage of students who achieve grade level benchmark in October, and work to increase the percentage of students who achieve grade level benchmark in June.

It should be understood that the June benchmark target requires students to achieve a higher level of literacy, compared to the October benchmark, to meet the target. The local measure score will be determined by the increase in the percentage of students achieving benchmark in June - scale listed below. The achievement target will be set by the building principal, and approved by the superintendent of schools. HEDI points will be assigned based upon the increase in the percentage of students meeting the achievement targets. The 15 point Value Added HEDI scale is listed below. The district will use the 20 point HEDI scale that has been uploaded until the value added measure is implemented, at which point the district will then use the 15 point Value Added HEDI scale.

The district believes it is important for students to remain on

track towards graduation. The accumulation of credits, or lack thereof, can be a predictor of student continuation in school. The local measure for the 7-12 principal will be based upon the credit accumulation of our students by the end of 10th grade. The achievement target will be set by the building principal and approved by the superintendent of schools. The goal will be to have students achieve 12 or more credits by the conclusion of 10th grade. HEDI points will be assigned based upon the percentage of students achieving 12 or more credits. The 15 point Value Added HEDI scale and the 20 point HEDI scale have been uploaded. The district will use the 20 point HEDI scale until the value added measure is implemented, at which point the district will then use the 15 point Value Added HEDI scale.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 = 4.1 + 14 = 4.0 / 3.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 = 3.0 / 2.5 12 = 2.4 / 2.0 11 = 1.9 / 1.5 10 = 1.4 / 1.0 9 = 0.9 / 0.4 8 = 0.3 / 0
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 = -0.1 / -0.9 6 = -1.0 / -1.6 5 = -1.7 / -2.1 4 = -2.2 / -2.5 3 = -2.6 / -3.0
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = -3.1 / -3.9 1 = -4.0 / -4.5 0 = -4.6 / or less

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/12190/879864-qBFVOWF7fC/JT HEDI Rubric for Principals for Local Measure.pdf

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

In the table below, list all of the grade configurations/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
---------------------	---	------------

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. Not applicable

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

No Controls

### 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.

Not applicable

### 8.5) Assurances

Please check all of the boxes below:

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

---

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, March 12, 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	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(No response)
-------------------------------	---------------

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The district will be using the Marshall Principal Evaluation Rubric. This comprehensive evaluation tool is divided into 6 professional domains, and contains 10 indicators within each domain. Therefore, there are a total of 60 possible points for the evaluation. The lead evaluator for the principals will be conducting numerous visits / mini-observations to each building to obtain information for the evaluation of each principal. The mini-observations will be considered evidence towards the summative evaluation rubric. At the end of the academic year, the lead evaluator and each principal will come together to have a professional dialogue about the year and the principal's performance based upon each domain and its indicators. Each indicator has a score range of 4 to 1 (4 = highly effective; 3 = effective; 2 = developing; and 1 = ineffective).

Number calculations: A point total value will be determined based upon the total number of indicators and the rubric point value the principal achieved for each indicator (highest score of 240 = 60 indicators x rubric score of 4). A principal's average Marshall rubric score will be determined by dividing the principal's point value by 60 (principal total score of 200 / 60 = average rubric score of 3.3). The principal's overall evaluation score will be assigned based upon the conversion from the average rubric score to the HEDI score ratings created within the district. We will be following normal rounding rules. However, rounding will not result in a principal moving from one scoring band to the next.

As Marshall indicates, in his writings and his professional development, principals will find it very difficult to score in the highly effective category on a great number of the indicators. Marshall believes a principal achieving scores within the effective range on his rubric is a very solid, productive building leader. We believe the Marshall Principal Evaluation Rubric will help our principals set goals for themselves to achieve highly effective ratings among the indicators.

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

(No response)

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

Highly Effective: Overall performance and results exceed standards.	60 = 4.0 - 3.2 Marshal Avg Score (MAS) 59 = 3.1 - 3.0 MAS
Effective: Overall performance and results meet standards.	58 = 2.9 Marshall Avg Score (MAS) 57 = 2.8 MAS 56 = 2.7 MAS 55 = 2.6 MAS 54 = 2.5 MAS
Developing: Overall performance and results need improvement in order to meet standards.	53 = 2.4 Marshall Avg Score (MAS) 52 = 2.3 MAS 51 = 2.2 MAS 50 = 2.1 - 2.0 MAS
Ineffective: Overall performance and results do not meet standards.	49 = 1.9 Marshall Avg Score (MAS) 48 = 1.8 MAS 47 = 1.7 MAS 46 = 1.6 MAS 45 = 1.5 MAS 40 = 1.4 MAS 30 = 1.3 MAS 20 = 1.2 MAS 10 = 1.1 MAS 0 = 1.0 MAS

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60 - 59
Effective	58 - 54
Developing	53 - 50
Ineffective	49 - 0

## 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	6
By trained administrator	0
By trained independent evaluator	0
Enter Total	6

### **Tenured Principals**

By supervisor	6
By trained administrator	0
By trained independent evaluator	0
Enter Total	6

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, December 31, 2013

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

Results are well above District- or BOCES- adopted expectations for 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	60 - 59
Effective	58 - 54
Developing	53 - 50
Ineffective	49 - 0

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, February 07, 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/5276/192726-Df0w3Xx5v6/JT Principal Improvement Plan.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### INFORMAL MEETING WITH SUPERINTENDENT

The first phase for a principal, prior to filing an appeal, will be an informal meeting with the administrator who administered the professional evaluation or principal improvement plan. This phase will only address composite ratings of Ineffective or Developing. A request for an informal meeting with the administrator must be given to the administrator within five (5) school days from the date when the principal received his performance review or principal improvement plan. If this meeting does not result in the outcome sought by the principal, he will have the opportunity to continue the appeals process.

#### APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Principals can only appeal composite ratings of Ineffective or Developing for their annual professional performance review APPR. This is the only procedure for challenging composite ratings.

#### WHAT MAY BE CHALLENGED IN AN APPEAL

The principal can only appeal the substance of the APPR, and whether the District complied with applicable procedures. A principal may also appeal the substance and applicable procedures for a principal improvement plan.

#### PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same evaluation or principal improvement plan. All grounds for appeal must be raised within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

#### BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the principal seeks relief.

#### TIMEFRAME FOR FILING AN APPEAL

Appeals must be submitted to the Board of Education – via the District Clerk – in writing no later than 15 calendar days from the date when the principal receives his performance review or principal improvement plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the principal must submit the Principal Appeals Form with detailed information and any supporting documentation. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### DECISION ON APPEAL

The Board of Education (BOE) shall hear the appeal of a principal within seven (7) business days of the district clerk receiving the appeal. The principal and the lead evaluator shall present their respective information to the BOE. The BOE will seek to work toward a consensus decision on the appeal. If consensus cannot be reached, the BOE will render a majority decision and this will be a binding decision. This meeting will last no longer than one (1) day. A written response will be rendered within 48 hours of the appeals hearing. The decision by the BOE shall be final. The entire appeals process will be timely in accordance with Ed Law 3012c.

#### EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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

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

The lead evaluator for the principals is the superintendent of schools. The superintendent has been certified as a lead evaluator for principals. He has attended more than 20 hours of regional and state level trainings in how to implement each of the components of the APPR plan. The superintendent has also been trained by Mr. Kim Marshall in how to effectively implement the Marshall Principal Evaluation Rubric. This training included how to ensure inter-rater reliability using the Marshall Principal Rubric. Regional trainings have included the development and implementation of the state growth and local measure components. The superintendent will continue to attend professional development opportunities to ensure the district remains current in regards to the APPR process. The superintendent will re-certify as a lead evaluator annually. The recertification process will include 6-12 hours of regional training with our BOCES. The superintendent will also monitor any other professional development needs for conducting principal evaluations, and address those as needed.

If the district employs a superintendent who does not have training in the use of the Marshall Rubric, the district will make arrangements for the training. The new superintendent's training will include the philosophy and implementation of the Marshall Rubric and the nine (9) elements required in Ed Law 3012c. This new superintendent's on-going training will be consistent with existing administrators. The Board of Education will certify the training.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

## 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 Tuesday, March 18, 2014

---

### Page 1

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

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

<assets/survey-uploads/12158/879868-3Uqgn5g9Iu/Jasper Troupsburg District Certification Form 2013 14 March 17.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.

# Jasper – Troupsburg Central School District

## District HEDI Rubric for:

### 4<sup>th</sup> – 6<sup>th</sup> Grade Teachers – 20pt Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	5.0+	4.9 / 4.0	3.9 / 3.1	3.0 / 2.9	2.8 / 2.6	2.5 / 2.3	2.2 / 1.9	1.8 / 1.5	1.4 / 1.1	1.0 / 0.8	0.7 / 0.4	0.3 / 0	-1 / -9	-1.0 / -1.4	-1.5 / -1.9	-2.0 / -2.4	-2.5 / -2.9	-3.0 / -3.4	-3.5 / -3.9	-4.0 / -4.4	-4.5 / -5.0

- The local measure score will be determined by the increase in the percentage of students achieving benchmark in June.

# 8<sup>th</sup> Grade English – 15pt Value Added Local Measure

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 65	64 / 59	58 / 53	52 / 49	48 / 45	44 / 41	40 / 37	36 / 31	30 / 27	26 / 23	22 / 19	18 / 15	14 / 12	11 / 5	4 / 3	2 / 0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# 8<sup>th</sup> Grade English – 20pt Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 65	64 / 61	60 / 58	57 / 55	54 / 52	51 / 49	48 / 46	45 / 43	42 / 40	39 / 37	36 / 34	33 / 31	30 / 27	26 / 23	22 / 19	18 / 15	14 / 11	10 / 7	6 / 3	2 / 1	0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# 7<sup>th</sup> Grade Math – 15pt Value Added Local Measure

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 65	64 / 59	58 / 53	52 / 49	48 / 45	44 / 41	40 / 37	36 / 31	30 / 27	26 / 23	22 / 19	18 / 15	14 / 12	11 / 5	4 / 3	2 / 0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# 7<sup>th</sup> Grade Math – 20pt Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 65	64 / 61	60 / 58	57 / 55	54 / 52	51 / 49	48 / 46	45 / 43	42 / 40	39 / 37	36 / 34	33 / 31	30 / 27	26 / 23	22 / 19	18 / 15	14 / 11	10 / 7	6 / 3	2 / 1	0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# 8<sup>th</sup> Grade Math – 15pt Value Added Local Measure

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 65	64 / 59	58 / 53	52 / 49	48 / 45	44 / 41	40 / 37	36 / 31	30 / 27	26 / 23	22 / 19	18 / 15	14 / 12	11 / 5	4 / 3	2 / 0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# 8<sup>th</sup> Grade Math – 20pt Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 65	64 / 61	60 / 58	57 / 55	54 / 52	51 / 49	48 / 46	45 / 43	42 / 40	39 / 37	36 / 34	33 / 31	30 / 27	26 / 23	22 / 19	18 / 15	14 / 11	10 / 7	6 / 3	2 / 1	0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# Jasper – Troupsburg Central School District

## District HEDI Rubric for:

### Global 1 – Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 95	94 / 91	90 / 86	85 / 84	83 / 81	80 / 79	78 / 76	75 / 73	72 / 70	69 / 66	65 / 61	60 / 55	54 / 53	52 / 51	50 / 46	45 / 41	40 / 36	35 / 30	29 / 21	20 / 11	10 / 0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

### Living Environment – Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 68	67 / 66	65 / 64	63 / 60	59 / 57	56 / 53	52 / 50	49 / 47	46 / 44	43 / 41	40 / 38	37 / 36	35 / 33	32 / 30	29 / 27	26 / 23	22 / 20	19 / 15	14 / 10	9 / 5	4 / 0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# Keyboarding – Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 89	88 / 78	77 / 66	65 / 61	60 / 56	55 / 51	50 / 46	45 / 41	40 / 36	35 / 31	30 / 26	25 / 21	20 / 16	15 / 14	13 / 12	11 / 10	9 / 8	7 / 6	5 / 4	3 / 2	1 / 0

- HEDI points will be assigned based upon the percentage of students meeting the achievement target.

# High School Music – Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	10% / +	9.9% / 9.5	9.4% / 9.0	8.9% / 8.5	8.4% / 8.0	7.9% / 7.5	7.4% / 7.0	6.9% / 6.5	6.4% / 6.0	5.9% / 5.5	5.4% / 5.0	4.9% / 4.5	4.4% / 4.0	3.9% / 3.5	3.4% / 3.0	2.9% / 2.5	2.4% / 2.0	1.9% / 1.5	1.4% / 1.0	0.9% / 0.5	0.4% / 0

- HEDI points will be assigned based upon the percentage of students achieving a score of 85% or better.

# All Other Courses K-6 – Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	5.0+	4.9/ 4.0	3.9/ 3.1	3.0/ 2.9	2.8/ 2.6	2.5/ 2.3	2.2/ 1.9	1.8/ 1.5	1.4/ 1.1	1.0/ 0.8	0.7/ 0.4	0.3/ 0	-1/ -9	-1.0/ -1.4	-1.5/ -1.9	-2.0/ -2.4	-2.5/ -2.9	-3.0/ -3.4	-3.5/ -3.9	-4.0/ -4.4	-4.5/ -5.0

- HEDI points will be assigned based upon the percentage increase of students meeting the achievement benchmark.

Teacher Name: \_\_\_\_\_

- The TIP shall be developed for a teacher who receives a composite score on his professional review of Developing or Ineffective.
- The TIP shall be developed and implemented no later than 10 days into the following academic year when the above rating was received.
- A separate form should be used for each identified Area of Improvement.

**Area of Improvement**

*{Insert text}*

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			

**Professional Learning Activities / Artifacts to Support Improvement**

*{Insert text}*

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			

**Professional Learning Activities / Artifacts to Support Improvement**

*{Insert text}*

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			

**Professional Learning Activities / Artifacts to Support Improvement**

*{Insert text}*

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			

**Professional Learning Activities / Artifacts to Support Improvement**

*{Insert text}*

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date Teacher Received**

\_\_\_\_\_  
**Principal Signature**

# Jasper – Troupsburg Central School District

## District HEDI Rubric for:

### 7-12 Principal – 15pt Value Added Local Measure

HEDI Scoring	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 93	92 / 91	90 / 89	88 / 87	86 / 85	84 / 83	82 / 81	80 / 79	78 / 77	76 / 75	74 / 73	72 / 71	70 / 69	68 / 67	66 / 65	64 or lower

- HEDI points will be assigned based upon the percentage of students achieving 12 or more credits at the conclusion of 10<sup>th</sup> grade.

### 7-12 Principal – 20pt Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100 / 99	98 / 97	96 / 95	94 / 93	92 / 91	90 / 89	88 / 87	86 / 85	84 / 83	82 / 81	80 / 79	78 / 77	76 / 75	74 / 73	72 / 71	70 / 69	68 / 67	66 / 65	64 / 63	62 / 61	60 or lower

- HEDI points will be assigned based upon the percentage of students achieving 12 or more credits at the conclusion of 10<sup>th</sup> grade.

# K-6 Principal – 20pt Local Measure

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	5.0+	4.9/ 4.0	3.9/ 3.1	3.0/ 2.9	2.8/ 2.6	2.5/ 2.3	2.2/ 1.9	1.8/ 1.5	1.4/ 1.1	1.0/ 0.8	0.7/ 0.4	0.3/ 0	-1/ -9	-1.0/ -1.4	-1.5/ -1.9	-2.0/ -2.4	-2.5/ -2.9	-3.0/ -3.4	-3.5/ -3.9	-4.0/ -4.4	-4.5/ -5.0

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

- The PIP shall be developed for a principal who receives a composite score on his professional review of Developing or Ineffective.
- The PIP shall be developed and implemented no later than 10 days into the following academic year when the above rating was received.
- A separate form should be used for each identified Area of Improvement.

**Area of Improvement**

*{Insert text}*

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			
<b>Professional Learning Activities / Artifacts to Support Improvement</b>			
<i>{Insert text}</i>			

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			
<b>Professional Learning Activities / Artifacts to Support Improvement</b>			
<i>{Insert text}</i>			

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			

**Professional Learning Activities / Artifacts to Support Improvement**

*{Insert text}*

Action for improvement	How improvement will be assessed	Person to complete the action	Schedule to assess improvement
<i>{Insert text}</i>			

**Professional Learning Activities / Artifacts to Support Improvement**

*{Insert text}*

\_\_\_\_\_

**Principal Signature**

\_\_\_\_\_

**Date Principal Received**

\_\_\_\_\_

**Superintendent Signature**

- 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:

*Chad Coyne* 03/17/14

Teachers Union President Signature: Date:

*Scott A. Healy* 3/17/2014

Administrative Union President Signature: Date:

*Joan* 3/17/2014 *Christoph D. J...*

Board of Education President Signature: Date:

*Carroll* 3/17/14