



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

Commissioner of Education  
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February 26, 2014

**Revised**

Michael Markwica, Superintendent  
Johnsburg Central School District  
165 Main Street  
P.O. Box 380  
North Creek, NY 12853

Dear Superintendent Markwica:

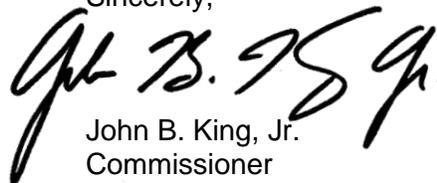
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, January 30, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 630601040000

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

630601040000

#### 1.2) School District Name: JOHNSBURG CSD

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

JOHNSBURG CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

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### 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	WSWHE BOCES Developed K- ELA Assessment
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed 1st Grade- ELA Assessment
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed 2nd Grade- ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 ELA, teachers who have a minimum of 90-100% of the students meeting the target set will be considered Highly Effective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 ELA, teachers who have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 ELA, teachers who have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 ELA, teachers who have a score of 0 - 59% of the students meeting the target set will be considered ineffective.

## 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	WSWHE BOCES Developed K- Math Assessment
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed 1st Grade- Math Assessment
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed 2nd Grade- Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 Math teachers, who have a minimum of 90-100% of the students meeting the target set will be Highly Effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 Math teachers who have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 Math teachers, who have a minimum of 60-69% of the students meeting the target set will be considered Developing .

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

For K-3 ELA, teachers who have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	Johnsburg Central School District Developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For 7 and 8 Grade Science Teachers who have a minimum of 90-100% of the students meeting the target set will be considered Highly Effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For 7 and 8 Grade Science Teachers who have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For 7 and 8 Grade Science Teachers who have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For 7 and 8 Grade Science Teachers who have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common Branch
7	District, regional or BOCES-developed assessment	Johnsburg Central School District Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Johnsburg Central School 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.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For 7 and 8 grade Teachers who have a minimum of 90-100% of the students meeting the target set will be considered Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For 7 and 8 grade Teachers who have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For 7 and 8 grade Teachers who have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For 7 and 8 grade Teachers who have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

## 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	Johnsburg Central School District Developed Global Year 1 Assessment

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment

American History	Regents assessment	Regents assessment
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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.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Social Studies Courses that have a minimum of 90-100% of the students meeting the target set will be considered Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Social Studies Courses that have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Social Studies Courses that have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Social Studies Courses that have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Science Regents Courses that have a minimum of 90-100% of the students meeting the target set will be considered Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Science Regents Courses that have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Science Regents Courses that have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Science Regents Courses that have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

## 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.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be
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considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.  
 For the 2013-2014 school year the district will administer both the NYS Integrated and Common Core Algebra Regents exams. The higher of the two will count for the teacher's APPR rating. There after the district will only administer the Common Core Algebra Regents.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Math Regents Courses that have a minimum of 90-100%of the students meeting the target set will be considered Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Math Regents Courses that have a minimum of 70-89%of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Math Regents Courses that have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Math Regents Courses that have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

## 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	WSWHE BOCES Developed 9nd Grade- ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES Developed 10th Grade- ELA Assessment
Grade 11 ELA	Regents assessment	NYS Commprehensive and Common Core English Regents

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	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student
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2.11, below.

growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.

As long as the Comprehensive English Regents is administered students will take both the Common Core and the Comprehensive English Regents.

The higher of the two exams will count for the teacher's APPR rating. Once the Comprehensive Regents is no longer offered, the District will administer on the NYS Common Core English Regents.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School English Language Arts that have a minimum of 90-100% of the students meeting the target set will be considered Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School English Language Arts that have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School English Language Arts that have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School English Language Arts that have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

## 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 Music Courses Kindergarten through 12th Grade	District, Regional or BOCES-developed	WSWHE BOCES Grade Specific Music Assesments
All Physical Education Courses Kindergarten through 12th Grade	District, Regional or BOCES-developed	WSWHE BOCES Grade Specific Physical Education Assesments
All Art Kindergarten - 12 grade Art	District, Regional or BOCES-developed	WSWHE BOCES Grade Specific Art Assesments
All French Courses 8th through 12th Grade	District, Regional or BOCES-developed	Johnsburg Central School Disrict Developed Grade Specific French 8 through 12 grade Assessment
Health 10	District, Regional or BOCES-developed	Johnsburg Central School District Developed Health 10 Assessment
Technology 7th Grade and 8th Grade	District, Regional or BOCES-developed	Johnsburg Central School District Developed Technology 7th and 8th grade Assessment
Self-Contained Special Education	State Assessment	NYSAA

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.	Johnsburg Central School will be measuring growth. The teachers, in collaboration with the Superintendent will use the students' pre-assessment baseline data to set individual student growth targets. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60 % of their students to reach their goal will be considered Developing, and teachers who reach 59- 0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For All Other Courses that have a minimum of 90-100% of the students meeting the target set will be considered Highly Effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For All Other Courses that have a minimum of 70-89% of the students meeting the target set will be considered Effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For All Other Courses that have a minimum of 60-69% of the students meeting the target set will be considered Developing .
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For All Other Courses that have a minimum of 0 - 59% of the students meeting the target set will be considered ineffective.

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/564554-TXEttx9bQW/Revised Johnsburg Central 20 point Growth HEDI Score.docx

## 2.12) Locally Developed Controls

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

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

### Growth Control

The District has decided that we would add a Growth Control to teachers scores who have a certain percentage of students with disabilities. Students who have an academic disability statistically score lower on standardized test then that of their non-disabled peers. Adjustments will be made for teachers that have a certain percentage of students with disabilities in their classroom when the Growth Score is being calculated by the local school. If part of the Growth score is being calculated by the State and part by the local school only the part being calculated by the local school will this control will be used.

Teachers that have at least 15% of students that have a disability in their classroom will receive 1 additional HEDI point.

Teachers that have at least 20% of students that have a disability in their classroom will receive 2 additional HEDI points. In no event will a teacher's HEDI score be adjusted more than 2 points. Principals will set course Rosters. If there is a dispute on the adjustment the APPR committee will make a determination on the adjustment.

### 2.13) Teachers with more than one growth measure

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

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

### 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS ELA 4th Grade State Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS ELA 5th Grade State Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS ELA 6th Grade State Assessment

7	3) Teacher specific achievement or growth score computed locally	NYS ELA 7th Grade State Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS ELA 8th Grade State Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher's Local score will be dependent on the percent of students that reach their goal. Student's goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 15 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-65 % of their students to reach their goal will be considered Effective, teachers who reach 64-29 % of their students to reach their goal will be considered Developing, and teachers who reach 28- 0 % of their students to reach their goal will be considered Ineffective. The 20 point chart in task 3.13 will be used until the Value Added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA Teachers, the expectation is that 90 - 100%of the students will meet the target set for a teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For4-8 ELA Teachers, the expectation is that 65-89%of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA, the expectation is that 29-64% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA, teachers who do have a minimum of 0-28% of the students meeting the target set will be considered ineffective.

### 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	3) Teacher specific achievement or growth score computed locally	NYS Math 4th Grade State Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Math 5th Grade State Assessment

6	3) Teacher specific achievement or growth score computed locally	NYS Math 6th Grade State Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS Math 7th Grade State Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Math 8th Grade State 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.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher's Local score will be dependent on the percent of students that reach their goal. Student's goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 15 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-65 % of their students to reach their goal will be considered Effective, teachers who reach 64-29 % of their students to reach their goal will be considered Developing, and teachers who reach 28- 0 % of their students to reach their goal will be considered Ineffective. The 20 point chart in task 3.13 will be used until the Value Added measure is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math Teachers, the expectation is that 90 - 100%of the student swill meet the target set for a teacher to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math Teachers, the expectation is that 65-89%of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math Teachers, the expectation is that 29-64% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math Teachers, teachers who do have a minimum of 0-28%of the students meeting the target set will be considered ineffective.

### 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.

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

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for 1st grade ELA Assessment
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for 2nd Grade ELA Assessment
3	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for 3rd Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher’s Local score will be dependent on the percent of students that reach their goal. Student’s goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Grade ELA Teachers, the expectation is that 90 - 100% of the student swill meet the target set for a teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Grade ELA Teachers, the expectation is that 89-70%of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Grade ELA Teachers, the expectation is that 69-60% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grade K-3 ELA teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for 1st Grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for 2nd Grade Math Assessment
3	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for 3rd Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher’s Local score will be dependent on the percent of students that reach their goal. Student’s goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades K-3 Math Teachers, the expectation is that 90-100%of the student swill meet the target set for a teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades K-3 Math Teachers, the expectation is that 89-70%of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades K-3 Math the expectation is that 69-60% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For Grades K-3 Math, teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

### 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	Common Branch
7	5) District, regional, or BOCES–developed assessments	Johnsburg Central School District Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Johnsburg Central School District Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher’s Local score will be dependent on the percent of students that reach their goal. Student’s goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Science Teachers, the expectation is that 90 - 100%of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Science Teachers, the expectation is that 89-70% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Science Teachers , the expectation is that 69-60% of the student swill meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Science Teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

### 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	Common Branch
7	5) District, regional, or BOCES–developed assessments	Johnsburg Central School District Developed 7th Grade Social Studies Assessment

8	5) District, regional, or BOCES–developed assessments	Johnsburg Central School District Developed Grade 8 Social Studies Assessment
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For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher’s Local score will be dependent on the percent of students that reach their goal. Student’s goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Social Studies Teachers, the expectation is that 90 - 100% of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Social Studies Teachers, the expectation is that 89-70% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Social Studies Teachers, the expectation is that 60 - 69% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 7 and 8 Social Studies Teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

### 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	Johnsburg Central School District Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	New York State Global Regents Assesment

American History	3) Teacher specific achievement or growth score computed locally	New York State American History Regents Assessment
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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.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher's Local score will be dependent on the percent of students that reach their goal. Student's goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies Teachers, the expectation is that 90 - 100%of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies Teachers, the expectation is that 89-70%of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies Teachers, the expectation is that 69-60% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, teachers who do have a minimum of 59-0%of the students meeting the target set will be considered ineffective.

### 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	New York State Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	New York State Earth Science Regents Assessment

Chemistry	3) Teacher specific achievement or growth score computed locally	New York State Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	New York State Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher's Local score will be dependent on the percent of students that reach their goal. Student's goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science Teachers, the expectation is that 90 - 100%of the students will meet the target set for a teacher to be considered highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science Teachers, the expectation is that 69-60% of the students will meet the target set for a teacher to be considered effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science Teachers, the expectation is that 89-70% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science Teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

### 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	New York State Integrated Algebra and Common Core Algebra Regents Assessment

Geometry	3) Teacher specific achievement or growth score computed locally	New York State Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	New York State Algebra 2 Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher's Local score will be dependent on the percent of students that reach their goal. Student's goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective. For the 2013-2014 school year the district will administer both the NYS Integrated and Common Core Algebra Regents Exams. The higher of the two will count for the teacher's APPR rating. Thereafter the district will only administer the Common Core Algebra Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math Teachers, the expectation is that 90 - 100%of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math Teachers, the expectation is that 89-70%of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math Teachers, the expectation is that 69-60% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math Teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

### 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	WSWHE BOCES Developed for 9th Grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES Developed for 10th grade ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	New York State Grade 11 Comprehensive and Common Core ELA Regents Assessment

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher’s Local score will be dependent on the percent of students that reach their goal. Student’s goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 % of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective. As long as the Comprehensive English Regents is administered students will take both the Common Core and the Comprehensive English Regents. The higher of the two exams will count for the teacher’s APPR rating. Once the Comprehensive Regents is no longer offered, the District will administer on the NYS Common Core English Regents.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English Language Arts Teachers, the expectation is that 90 - 100%of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English Language Arts Teachers, the expectation is that 89-70%of the students will meet the target set for a teacher to be considered effective.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English Language Arts Teachers, the expectation is that 69-60% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School English Language Arts Teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

### 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 Music Courses Kindergarten through 12 grade	5) District/regional/BOCES-developed	WSWHE BOCES Grade Specific Music Developed Assessment
All Physical Education Course Kindergarten through 12 Gr	5) District/regional/BOCES-developed	WSWHE BOCES Grade Specific Physical Education Developed Assessment
All Art Courses Kindergarten through 12 Grade	5) District/regional/BOCES-developed	WSWHE BOCES Grade Specific Art Developed Assessment
All French Courses 8 through 12 grade	5) District/regional/BOCES-developed	Johnsburg Central School Developed Grade Specific France Assessment
Health 10	5) District/regional/BOCES-developed	Johnsburg Central School Health 10 District Developed Assessment
Technology 7th and 8th Grade	5) District/regional/BOCES-developed	Johnsburg Central School Technology 7th and 8th Grade District Developed Assessment
Self-Contained Special Education	3) Teacher specific achievement/growth score computed locally	NYS Math and ELA State Assessment on Student grade level as indicated on their IEP

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.	Teachers and the Superintendent will set achievement targets for the summative assessments listed above. The teacher's Local score will be dependent on the percent of students that reach their goal. Student's goals are chosen by examining their grade on the pretest, past grades in subjects that are connected to the students score, prior years ELA and Math State Assessments, and past grades. This percentage will then be charted on the 20 Point Local Assessment HEDI. Teachers who reach 100-90 %
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of their students to reach their goal will be considered Highly Effective; teachers who reach 89-70 % of their students to reach their goal will be considered Effective, teachers who reach 69-60% of their students to reach their goal will be considered Developing, and teachers who reach 59-0 % of their students to reach their goal will be considered Ineffective. For students that are self contained their specific targets will be chosen by the Superintendent and the teacher by looking at past State Assesments, past grades in ELA and Math, and this years chapter test grades from the beginning of the school year.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For All Other Teachers, the expectation is that 90 - 100%of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Other Teachers, the expectation is that 89-70%of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Other Teachers the expectation is that 69-60% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For All Other Teachers who do have a minimum of 59-0% of the students meeting the target set will be considered ineffective.

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/12149/564555-y92vNseFa4/Revised 20 Point HEIDI Scores for local.docx

### 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.

#### Local Control

Adjustments will be made for teachers that have a certain percentage of students with disabilities in their classroom when the Local Score is being calculated. Students who have an academic disability statistically score lower on standardized test then that of their non-disabled peers.

Teachers that have at least 15% of students that have a disability in their classroom will receive 1 additional HEDI point.

Teachers that have at least 20% of students that have a disability in their classroom will receive 2 additional HEDI points.

In no event will a teacher's HEDI score be adjusted more than 2 points.

If there is a dispute on the adjustment the APPR committee will make a determination on the adjustment.

The Principal will set the teacher's class rosters.

### 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.

The lead evaluator will calculate how many students have met their individual local achievement targets and then compute the average. The HEDI scores for each measure will be averaged. Normal rounding rules will be applied.

### 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

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

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

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Structured reviews of lesson plans, student portfolios and other teacher artifacts

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 full 60 points will be available to the teachers using the Danielson's Framework for Teaching (2011 Revised Edition). We will be counting Domain 2 (The Classroom Environment) and Domain 3(Instruction) twice, and once for Domain 1 (Planning and Preparation) and Domain 4 (Professional Responsibilities). Each teacher will compile an Evidence Binder that will be considered in areas where appropriate. Each domain score will be calculated by rating the observed sub components on a scale of 1-4. Where the same sub component is observed more than once, only the highest rating will be used in the calculation of the teacher's score. The total

score of all sub components will be divided by the number of sub components scores in that domain, to determine an average domain score. The weighted average (Domains 2 and 3 will be weighted twice) of all domains will be calculated on a 1-4 scale and converted to a 0-60 point HEDI Scale. The complete evaluation will be calculated using a 4 point rubric scale, and then transferred over to a HEDI scale that will range from 60 to 0 points. (The scale is attached to the application) When a teacher achieves a 3.5-4.0 they will be considered Highly Effective. When a teacher achieves a 2.5-3.4 they will be considered Effective. When a teacher achieves a 2.30-2.49 they will be considered Developing. When a teacher achieves a 1-2.29 they will be considered Ineffective. The rubric scores listed are the minimum values needed to receive the corresponding HEDI scores.

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

assets/survey-uploads/12179/564556-eka9yMJ855/Revised Teacher 60 point chart FEB\_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	When a teacher achieves a 3.5-4.0 they will be considered Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	When a teacher achieves a 2.5-3.4 they will be considered Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	When a teacher achieves a 2.30-2.49 they will be considered Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	When a teacher achieves a 1-2.29 they will be considered Ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	2
Informal/Short	1

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	1
Informal/Short	1

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
-

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, July 18, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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 Thursday, February 20, 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/5265/142716-Df0w3Xx5v6/TIP Plan.docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Johnsburg Central School  
Teacher Evaluation Appeals Process

Probationary and tenured teachers may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary teachers may not appeal the APPR.

A tenured teacher may appeal an overall APPR rating of either "Developing" or "Ineffective" by the use of the following procedure. In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the teacher has received the APPR. All appeals will follow the same time line. Notification of the appeal shall be provided to the superintendent of schools or his designee.

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education law §3012-c and applicable rules and regulations;
- c. The district's failure to comply with applicable locally negotiated procedures;
- d. The district's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

The burden of proof to establish a rational basis for the appeal rests with the appellant.

An Appeals Panel will convene within 25 school days from the filing of the appeal by the teacher. The Appeals Panel shall consist of an administrator, a trained teacher (appointed by the Johnsborg Central School Teachers' Association), and a trained third-party chosen from a pre-selected list of three. This list will consist of three trained evaluators the JCSTA Association President and the Superintendent agree by consensus. If consensus cannot be reached the final choice for the third-party is up to the Superintendent. The appealing teacher and the evaluator shall be present at the initial Panel meeting to present information.

The final decision will come from a consensus of the Appeals Panel. If the panel can not reach consensus, each member will vote on the acceptance or denial of the appeal. The final determination is the majority choice.

The appellant deserves a fair and timely appeal. Once the panel convenes a decision will be reached within ten (10) days.

## 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 Johnsborg Central School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial trainings of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. Both district administrators were trained and certified. Any new administrators will receive equivalent training. The training was set up by the WSWHE BOCES network team trainers over the course of a minimum of five days of training. In addition, all administrators will complete and document an additional 22 hours of inter-rater reliability training.

The superintendent, upon receipt of proper documentation that an individual has fully completed training, will certify and recommend to the Board of Education annually for appointment as an evaluator or lead evaluator. Evaluator training will occur regionally through the WSWHE BOCES network training team and use of any other appropriate training venues which comply with the requirements of Section 30-2.9.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended.

The District will work to ensure that evaluators and lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. Training will be regionally, within the district and via the WSWHE network team trainers as well as provided by other appropriate training which meets SED guidelines and protocols. The superintendent, upon receipt of proper documentation will certify the level of training and recommend to the BOE annually for appointment as an evaluator or lead evaluator.

## 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

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• Checked

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## 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,	Checked
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no later than the last school day of the school year for which the teacher or principal is being measured.	
6.6) Assurances -- Teachers   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers   Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, September 13, 2013

## Page 1

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

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

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

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

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

PK-12
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		N/A

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

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <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 Friday, February 21, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
pre-k - 12	(g) % achieving specific level on Regents or alternatives	All New York State Regents

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 Principal's HEDI scores will be calculated based on the percentage of students in the current year's cohort that achieve 65 or higher (55 or higher for special education students with an accommodations.) If 100-90% of the students pass the Regents the Principal will be considered high Effective, 89-65% Effective, 64-29% Developing, and 28-0% Ineffective. Johnsbury's students who are grade and course appropriate will take both the Comprehensive and Common Core ELA Regents, we will also administer both the Common Core Algebra regents and the Integrated Algebra regents. We will take the higher of the two exams for the principals score.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded chart in 8.1

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

See uploaded chart in 8.1

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

(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/12190/564560-qBFVOWF7fC/revised Principal Value Added 15 and 20 Point FEB.docx

## 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
N/A		

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.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

(No response)

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

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## 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.

Marshall's Principal Evaluation Rubric

(No response)

### 9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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.

We will be using the Marshall Rubric with the following categories. Each category will be evaluated out of a rubric of 4 points. The Principal and the Superintendent will sit down and go over the goals for each category that will need to be reached in order for the Principal to achieve a 1-4 point scale.

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision, Evaluation, and Professional Development
- E. Discipline and Parent Involvement
- F. Management and External Relations

Each of these will be calculated into a 1- 4 scale. Each domain score will be calculated by rating the observed sub components on a scale of 1-4. where the same sub component is observed more then once we will only use the highest sub score. The total score of all sub components scored will be dived by the number of sub components scores in that domain, to determine an average domain score. the average of all domains will be calculated on a 1-4 scale and converted to a 0-60 point HEDI Scale. The complete evaluation will be calculated using a 4 point rubric scale, and then transferred over to a HEDI scale that will range from 60 to 0 points. The principal will be considered Highly Effective if they score between 4-3.5, Effective if they score between 3.4- 2.5, Developing if they score between 2.49-2.30, and Ineffective if they score between 2.29-1. (The scale is attached to the application) Averaging the sub components scores to determine a domain score. The domain scores will be added together divided by 8 to get an overall rubric score to then be converted over to an overall HEDI score. Categories C and D will be counted twice because the district has decided to put an emphasis on these areas.

(A+B+C+C+D+D+E+F= X/8 = total score.) (Example: 3.2 + 2.4 + 3.6 + 3.6 + 1.6 + 1.6 + 3.5 + 2.7= 22.2/8=2.7  
Which will then be put on our HEDI chart and the Principal would be considered Effective and receive 57 points.)  
The Rubric scores listed are the minimum values necessary to receive the corresponding HEDI scores.

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.

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.	The Principal will be considered Highly Effective if they achieve a score of 3.5-4.0
Effective: Overall performance and results meet standards.	The Principal will be considered Effective if they achieve a score of 2.5-3.4
Developing: Overall performance and results need improvement in order to meet standards.	The Principal will be considered Developing if they achieve a score of 2.30-2.49
Ineffective: Overall performance and results do not meet standards.	The Principal will be considered Ineffective if they achieve a score of 1-2.29

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 06, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

##### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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 21, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/564563-Df0w3Xx5v6/PIP.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

## Johnsburg Central School

### Principal Evaluation Appeals Process

A probationary and tenured Principal may submit a written rebuttal that will be attached to the APPR in their personnel file. A probationary Principal may not appeal the APPR.

A tenured Principal may appeal an overall APPR rating of either “Developing” or “Ineffective” by the use of the following procedure. In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) school days after the Principal has received the APPR. Notification of the appeal shall be provided to the Superintendent of schools or his designee.

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education law §3012-c and applicable rules and regulations;
- c. The district’s failure to comply with applicable locally negotiated procedures;
- d. The district’s failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law.

The burden of proof to establish a rational basis for the appeal rests with the appellant.

The principal will submit his/her Appeal within 10 days of the receipt of the composite score, the appeals Panel consisting of the Johnsborg Central School Superintendent, and a trained administrator from an area school chosen by the Principal.

The final decision will come from a consensus of the Appeals Panel who will render a decision within 10 days of receiving the appeal. If a final consensus can not be reached then the trained administrator from the area school will make the decision on the 10th day.

The appellant deserves a fair and timely appeal.

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

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

The Johnsborg Central School will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial trainings of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. The initial training process began in August of 2011 and continues. The Superintendent was trained and certified in July 2012 after training by the WSHWE BOCES network team trainers over the course of a minimum of five days of training. New evaluators will receive equivalent training. In addition, the superintendent will complete and document an additional 22 hours of inter-rater training using an online training module. The superintendent, will document and file records to assure completed training, and will maintain records and inform the board of education of training in order to certify and recommend to the Board of Education annual appointment as a lead principal evaluator.

Evaluator training will occur regionally through the WSWHE BOCES network training team and use of any other appropriate training venues which comply with the requirements of Section 30-2.9. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended.

The District will work to ensure that principal lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. Training will be regionally, within the district and via the WSWHE network team trainers as well as provided by any State or other training organizations.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals   Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals   Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

11.6) Assurances -- Principals   Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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### Page 1

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

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

<assets/survey-uploads/12158/564564-3Uqgn5g9Iu/Sign off 2-26-14.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.

# Johnsburg Central School

## 20 Point

### HEDI Scores

#### (Growth Score)

<b>Highly Effective</b>
<b>100-90</b>
100-20 pts. 95-99-19 pts. 90-94-18 pts.
<b>Effective</b>
<b>89-70</b>
89-87-17 pts. 86-84-16 pts. 83-80-15 pts. 79-14 pts. 77-78-13 pts. 75-76-12 pts. 74-73-11 pts. 71-72-10 pts. 70-9 pts.
<b>Developing</b>
<b>69-60</b>
69-68-8 pts. 67-7 pts. 66-65-6pts. 64-63-5 pts. 62-61-4 pts. 60-3 pts.
<b>Ineffective</b>
<b>59-0</b>
59-30-2 pts. 29-11-1 pt. 10-0-0 pts.

# Johnsburg Central School

## 15 Point HEDI Scale

### Local Score

<b>Highly Effective</b>
<b>100-90</b>
96-100-15 pts. 90-95-14 pts..
<b>Effective</b>
<b>89-65</b>
86-89-13 pts. 82-85-12 pts. 78-81-11 pts. 73-77-10 pts. 69-72-9 pts. 65-68-8 pts.
<b>Developing</b>
<b>64-29</b>
57-64-7 pts. 50-56-6 pts. 43-49-5 pts. 36-42-4pts. 29-35-3 pts.
<b>Ineffective</b>
<b>28-0</b>
20-28-2 pts. 10-19-1 pt. 0-9 -0 pts.

# Johnsburg Central School

## 20 Point

### HEDI Scores

#### (Local Achievement Score)

<b>Highly Effective</b>
<b>100-90</b>
100-20 pts. 95-99-19 pts. 90-94-18 pts.
<b>Effective</b>
<b>89-70</b>
89-87-17 pts. 86-84-16 pts. 83-80-15 pts. 79-14 pts. 77-78-13 pts. 75-76-12 pts. 74-73-11 pts. 71-72-10 pts. 70-9 pts.
<b>Developing</b>
<b>69-60</b>
69-68-8 pts. 67-7 pts. 66-65-6pts. 64-63-5 pts. 62-61-4 pts. 60-3 pts.
<b>Ineffective</b>
<b>59-0</b>
59-30-2 pts. 29-11-1 pt. 10-0-0 pts.

# Local 60 point Conversion

## Teacher Evaluation

Highly Effective		Effective		Developing		Ineffective	
Rubric Score	Points	Rubric Score	Points	Rubric Score	Points	Rubric Score	Points
3.8-4.0	60	3.0-3.4	58	2.49	56	2.29	48
3.5-3.7	59	2.5-2.9	57	2.46	55	2.25	47
				2.44	54	2.22	46
				2.41	53	2.19	45
				2.38	52	2.16	44
				2.35	51	2.14	43
				2.33	50	2.11	42
				2.30	49	2.08	41
						2.06	40
						2.03	39
						2.00	38
						1.98	37
						1.95	36
						1.92	35
						1.89	34
						1.87	33
						1.84	32
						1.81	31
						1.79	30
						1.76	29
						1.73	28
						1.70	27
						1.68	26
						1.65	25
						1.62	24
						1.60	23
						1.57	22
						1.54	21
						1.51	20
						1.49	19
						1.46	18
						1.43	17
						1.41	16
						1.38	15
						1.35	14
						1.32	13
						1.30	12
						1.27	11
						1.24	10

				1.22	9
				1.19	8
				1.18	7
				1.14	6
				1.11	5
				1.08	4
				1.05	3
				1.03	2
				1.00	0

# Johnsburg Central School

## Teacher Improvement Plan

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

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

Assignment: \_\_\_\_\_

Class: \_\_\_\_\_

This form is a tool for communicating expectations and recommendations for improvement. The plan will be collaboratively developed by the teacher and administrator.

Areas of Improvement	Manner to be Assessed	Differentiated Activities, Support and Resources May Be Provided:	Expected Date of Completion
		<input type="checkbox"/> Send the teacher to speak with/observe colleague. <input type="checkbox"/> Send the teacher to conference (s)/workshop(s) supported by the district at a mutually agreed upon time. <input type="checkbox"/> Observe a demonstration lesson by a tenured teacher. (Prior permission of teacher will need to be obtained.) <input type="checkbox"/> Read support materials provided by the administrator. <input type="checkbox"/> Watch video tapes of successful lessons provided by the administrator or mentor. <input type="checkbox"/> Read books, periodicals and websites provided by administrator or mentor. <input type="checkbox"/> Attend collegial circles recommended by the administrator or mentor. <input type="checkbox"/> Self-review of teacher's individual lesson. <input type="checkbox"/> Write expanded lesson plans. (Submit to the administrator.) <input type="checkbox"/> Utilize classroom management techniques recommended by the administrator or mentor. <input type="checkbox"/> Additional formal observation. <input type="checkbox"/> Other (Specify activity):	

*(Chart continues on back side.)*

# Johnsburg Central School

## Teacher Improvement Plan

<b>Date(s) Plan Assessed</b>	<b>Accomplishments in Each Area of Improvement:</b>	<b>Further Development Needed:</b>	<b>Outcome:</b>

---

(Teacher)

---

(Date)

---

(Evaluator)

---

(Date)

Johnsburg Central School  
 Local HEDI Scores For The Principal  
 (When Value Added is taken into  
 Consideration for Growth)

<b>Highly Effective</b>
<b>100-90</b>
96-100-15 pts. 90-95-14 pts..
<b>Effective</b>
<b>89-65</b>
86-89-13 pts. 82-85-12 pts. 78-81-11 pts. 73-77-10 pts. 69-72-9 pts. 65-68-8 pts.
<b>Developing</b>
<b>64-29</b>
57-64-7 pts. 50-56-6 pts. 43-49-5 pts. 36-42-4pts. 29-35-3 pts.
<b>Ineffective</b>
<b>28-0</b>
20-28-2 pts. 10-19-1 pt. 0-9 -0 pts.

Johnsburg Central School  
Local HEDI Scores For The Principal  
20 Point

<b>Highly Effective</b>
<b>100-90</b>
100-20 pts. 95-99-19 pts. 90-94-18 pts.
<b>Effective</b>
<b>89-70</b>
89-87-17 pts. 86-84-16 pts. 83-80-15 pts. 79-14 pts. 77-78-13 pts. 75-76-12 pts. 74-73-11 pts. 71-72-10 pts. 70-9 pts.
<b>Developing</b>
<b>69-60</b>
69-68-8 pts. 67-7 pts. 66-65-6pts. 64-63-5 pts. 62-61-4 pts. 60-3 pts.
<b>Ineffective</b>
<b>59-0</b>
59-30-2 pts. 29-11-1 pt. 10-0-0 pts.

# Local 60 point Conversion

## Marshall “Principal Evaluation”

Highly Effective		Effective		Developing		Ineffective	
Rubric Score	Points	Rubric Score	Points	Rubric Score	Points	Rubric Score	Points
3.8-4.0	60	3.0-3.4	58	2.49	56	2.29	48
3.5-3.7	59	2.5-2.9	57	2.46	55	2.25	47
				2.44	54	2.22	46
				2.41	53	2.19	45
				2.38	52	2.16	44
				2.35	51	2.14	43
				2.33	50	2.11	42
				2.30	49	2.08	41
						2.06	40
						2.03	39
						2.00	38
						1.98	37
						1.95	36
						1.92	35
						1.89	34
						1.87	33
						1.84	32
						1.81	31
						1.79	30
						1.76	29
						1.73	28
						1.70	27
						1.68	26
						1.65	25
						1.62	24
						1.60	23
						1.57	22
						1.54	21
						1.51	20
						1.49	19
						1.46	18
						1.43	17
						1.41	16
						1.38	15
						1.35	14
						1.32	13
						1.30	12
						1.27	11
						1.24	10

				1.22	9
				1.19	8
				1.18	7
				1.14	6
				1.11	5
				1.08	4
				1.05	3
				1.03	2
				1.00	1

# Johnsburg Central School

## Principal Improvement Plan

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

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

This form is a tool for communicating expectations and recommendations for improvement. The plan will be collaboratively developed by the Superintendent and the Principal.

<b>Areas of Improvement</b>	<b>Manner to be Assessed</b>	<b>Differentiated Activities, Support and Resources May Be Provided:</b>	<b>Expected Date of Completion</b>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Send the Principal to speak with/observe colleague.</li> <li><input type="checkbox"/> Send the Principal to conference (s)/workshop(s) supported by the district at a mutually agreed upon time.</li> <li><input type="checkbox"/> Read support materials provided by the Superintendent.</li> <li><input type="checkbox"/> Read books, periodicals and websites provided by Superintendent.</li> <li><input type="checkbox"/> Attend collegial circles recommended by the Superintendent.</li> <li><input type="checkbox"/> Write a goal(s) statement that will lay out a plan for improvement in areas in need of change. (Submit to the Superintendent.)</li> <li><input type="checkbox"/> Work with an Assigned Mentor Provided by the District.</li> <li><input type="checkbox"/> Additional formal observation.</li> <li><input type="checkbox"/> Other (Specify activity):</li> </ul>	

*(Chart continues on back side.)*

# Johnsburg Central School

## Principal Improvement Plan

<b>Date(s) Plan Assessed</b>	<b>Accomplishments in Each Area of Improvement:</b>	<b>Further Development Needed:</b>	<b>Outcome:</b>

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(Principal)

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(Date)

---

(Superintendent)

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(Date)

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

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

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

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

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

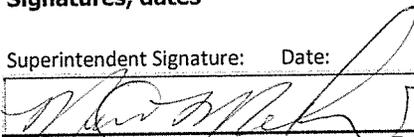
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

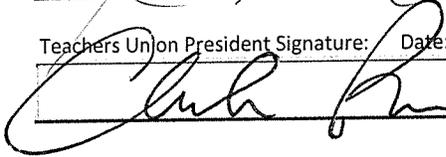
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators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

**Signatures, dates**

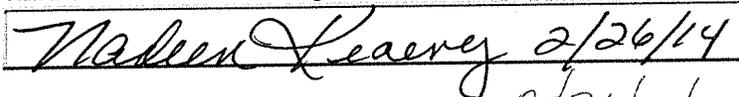
Superintendent Signature: Date:

 2/26/14

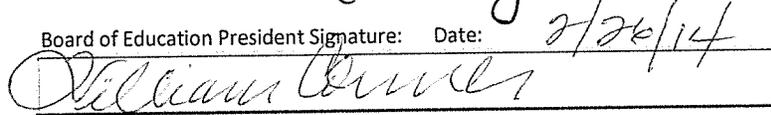
Teachers Union President Signature: Date:

 2/26/14

Administrative Union President Signature: Date:

 2/26/14

Board of Education President Signature: Date:

 2/26/14