



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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March 1, 2014

Revised

Dr. Paul J. Padalino, Superintendent
Kingston City School District
61 Crown Street
Kingston, NY 12401

Dear Superintendent Padalino:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Charles Khoury

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 Monday, December 30, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 620600010000

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

620600010000

1.2) School District Name: KINGSTON CITY SD

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

KINGSTON CITY SD

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 Monday, December 30, 2013

Updated Friday, February 28, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Kingston Literacy Assessment Grade K
1	District, regional, or BOCES-developed assessment	Kingston Literacy Assessment Grade 1
2	District, regional, or BOCES-developed assessment	Kingston Literacy Assessment Grade 2

	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.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	72-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-62% of students meet target

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	Kingston Math Assessment Grade K
1	District, regional, or BOCES-developed assessment	Kingston Math Assessment Grade 1
2	District, regional, or BOCES-developed assessment	Kingston Math Assessment Grade 2

	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.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	72-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-62% of students meet target

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Kingston Science Assessments Grade 6
7	District, regional or BOCES-developed assessment	Kingston Science Assessment Grade 7

	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.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	72-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-62% of students meet target

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Kingston Social Studies Assessment Grade 6
7	District, regional or BOCES-developed assessment	Kingston Social Studies Assessment Grade 7
8	District, regional or BOCES-developed assessment	Kingston Social Studies Assessment Grade 8

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.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	72-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-62% of students meet target

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	Kingston Global 1 Studies
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be
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2.11, below.	used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	72-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-62% of students meet target

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.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	72-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-62% of students meet target

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.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Our District will be administering the NYS Integrated Regents in addition to the NYS Common Core Regents to students enrolled in the Common Core Course. The higher of the two scores will be used for APPR purposes.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
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Effective (9 - 17 points) Results meet District goals for similar students.	72-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-62% of students meet target

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	Kingston ELA Assessment Grade 9
Grade 10 ELA	District, regional or BOCES-developed assessment	Kingston ELA Assessment Grade 10
Grade 11 ELA	Regents assessment	NYS Common Core ELA Regents and NYS Comprehensive ELA 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 2.11, below.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11. Our District will be administering both the NYS Common Core Regents and the NYS Comprehensive ELA Regents. The higher of the two scores will be used for APPR purposes.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
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Effective (9 - 17 points) Results meet District goals for similar students.	72-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-62% of students meet target

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other secondary ELA courses	District, Regional or BOCES-developed	Kingston Courses Specific ELA Assessment
All other secondary Math Courses	District, Regional or BOCES-developed	Kingston Courses Specific Math Assessment
All other secondary Social Studies courses	District, Regional or BOCES-developed	Kingston Courses Specific Social Studies Assessment
All other secondary Science courses	District, Regional or BOCES-developed	Kingston Courses Specific Science Assessment
All other secondary Foreign Language courses	District, Regional or BOCES-developed	Kingston Courses Specific Foreign Language Assessment
All Technology courses	District, Regional or BOCES-developed	Kingston Courses Specific Technology Assessment
All Physical Education courses	District, Regional or BOCES-developed	Kingston Courses Specific Physical Education Assessment
All Health courses	District, Regional or BOCES-developed	Kingston Courses Specific Health Assessment
All Art courses	District, Regional or BOCES-developed	Kingston Courses Specific Art Assessment
All Music courses	District, Regional or BOCES-developed	Kingston Courses Specific Music Assessment
All Family & Consumer Science courses	District, Regional or BOCES-developed	Kingston Courses Specific FACS Assessment
All ESL K-12 courses	State Assessment	NYSESLAT
All Library courses	District, Regional or BOCES-developed	Kingston Courses Specific Library Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District teams will develop SLO's with pre and post assessments. The pre-assessments will be administered to all students. The same assessments will be used across all classrooms in the same grade level. Individual
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growth targets will be set, by the teacher and building administrator, based on the pretest of the students assigned to the teacher. Students' pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20. The scale is shown in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	72-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	63-71% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-62% of students meet target

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/12186/878711-TXEttx9bQW/appr chart.pdf

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.

All SLO's will have targets set based on prior academic achievement (academic history). No other controls will be used.

2.13) Teachers with more than one growth measure

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

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable

growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, December 30, 2013

Updated Wednesday, February 05, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Renaissance Learning Star Literacy Enterprise
5	4) State-approved 3rd party assessments	Renaissance Learning Star Literacy Enterprise
6	4) State-approved 3rd party assessments	Renaissance Learning Star Literacy Enterprise
7	4) State-approved 3rd party assessments	Renaissance Learning Star Literacy Enterprise
8	4) State-approved 3rd party assessments	Renaissance Learning Star Literacy Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The State approved third party assessment will be used across all classrooms in the same grade level. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. The percentage of students meeting their individual growth target will be converted to a scale score of 0 to 15. The scale is shown in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective if 66% or greater of his/her students demonstrate growth. See Chart Uploaded at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 35-66% of his/her students demonstrate growth. See Chart Uploaded at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing if 25-34% of his/her students demonstrate growth. See Chart Uploaded at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective if 0-24% of his/her students demonstrate growth. See Chart Uploaded at 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise
5	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise
6	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise
7	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise
8	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The State approved third party assessment will be used across all classrooms in the same grade level. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. The percentage of students meeting their individual growth target will be converted to a scale score of 0 to 15. The scale is shown in 3.3</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as highly effective if 66% or greater of his/her students demonstrate growth. See Chart Uploaded at 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as effective if 35-66% of his/her students demonstrate growth. See Chart Uploaded at 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as developing if 25-34% of his/her students demonstrate growth. See Chart Uploaded at 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as ineffective if 0-24% of his/her students demonstrate growth. See Chart Uploaded at 3.3</p>

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/878775-rhJdBgDruP/2013-14 Local 15 KTF Scale Chart Doc.docx.pdf](#)

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	4) State-approved 3rd party assessments	Renaissance Learning Star Early Literacy Enterprise
1	4) State-approved 3rd party assessments	Renaissance Learning Star Early Literacy Enterprise
2	4) State-approved 3rd party assessments	Renaissance Learning Star Early Literacy Enterprise
3	4) State-approved 3rd party assessments	Renaissance Learning Star Literacy Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The State approved third party assessment will be used across all classrooms in the same grade level. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. The percentage of students meeting their individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 3.13</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as highly effective if 75% or greater of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as effective if 42-74% of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as developing if 26-41% of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as ineffective if 0-25% of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>

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	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise
1	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise
2	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise
3	4) State-approved 3rd party assessments	Renaissance Learning Star Math Enterprise

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The State approved third party assessment will be used across all classrooms in the same grade level. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. The percentage of students meeting their individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 3.13</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as highly effective if 75% or greater of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as effective if 42-74% of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as developing if 26-41% of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A teacher will be rated as ineffective if 0-25% of his/her students demonstrate growth. See Chart Uploaded at 3.13</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Renaissance Learning Star Enterprise
7	4) State-approved 3rd party assessments	Renaissance Learning Star Enterprise
8	4) State-approved 3rd party assessments	Renaissance Learning Star Enterprise

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The State approved third party assessment will be used across all classrooms in the same grade level. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall</p>
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scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. The percentage of students meeting their individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 3.13

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective if 75% or greater of his/her students demonstrate growth. See Chart Uploaded at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 42-74% of his/her students demonstrate growth. See Chart Uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing if 26-41% of his/her students demonstrate growth. See Chart Uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective if 0-25% of his/her students demonstrate growth. See Chart Uploaded at 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Renaissance Learning Star Enterprise
7	4) State-approved 3rd party assessments	Renaissance Learning Star Enterprise
8	4) State-approved 3rd party assessments	Renaissance Learning Star Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The State approved third party assessment will be used across all classrooms in the same grade level. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. The percentage of students meeting their individual growth target will be converted to a scale score of 0 to 20. The scale is shown in 3.13
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective if 75% or greater of his/her students demonstrate growth. See Chart Uploaded at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 42-74% of his/her students demonstrate growth. See Chart Uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as developing if 26-41% of his/her students demonstrate growth. See Chart Uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as ineffective if 0-25% of his/her students demonstrate growth. See Chart Uploaded at 3.13

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	6(ii) School wide measure computed locally	English 11 Regents
Global 2	6(ii) School wide measure computed locally	English 11 Regents
American History	6(ii) School wide measure computed locally	English 11 Regents

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.	For High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the 11th Grade English Regents Examination. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Teachers will receive a HEDI score based on the percentage of high school students that achieve 55 or greater on the Regents ELA as identified in the uploaded chart at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective if 75% or greater of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 42% to 74% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 26% to 41% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 0% to 25% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13

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	6(ii) School wide measure computed locally	English 11 Regents
Earth Science	6(ii) School wide measure computed locally	English 11 Regents
Chemistry	6(ii) School wide measure computed locally	English 11 Regents
Physics	6(ii) School wide measure computed locally	English 11 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the 11th Grade English Regents Examination. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Teachers will receive a HEDI score based on the percentage of high school students that achieve 55 or greater on the Regents ELA as identified in the uploaded chart at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective if 75% or greater of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	A teacher will be rated as effective if 42% to 74% of high school students that achieve a score of 55 or greater on

grade/subject.	the ELA 11 Regents. See Chart Uploaded at 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 26% to 41% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 0% to 25% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13

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	6(ii) School wide measure computed locally	English 11 Regents
Geometry	6(ii) School wide measure computed locally	English 11 Regents
Algebra 2	6(ii) School wide measure computed locally	English 11 Regents

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.	For High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the 11th Grade English Regents Examination. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Teachers will receive a HEDI score based on the percentage of high school students that achieve 55 or greater on the Regents ELA as identified in the uploaded chart at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as highly effective if 75% or greater of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 42% to 74% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 26% to 41% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 0% to 25% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13

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	6(ii) School wide measure computed locally	English 11 Regents
Grade 10 ELA	6(ii) School wide measure computed locally	English 11 Regents
Grade 11 ELA	6(ii) School wide measure computed locally	English 11 Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the 11th Grade English Regents Examination. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency. Teachers will receive a HEDI score based on the percentage of high school students that achieve 55 or greater on the Regents ELA as identified in the uploaded chart at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	A teacher will be rated as highly effective if 75% or greater of high school students that achieve a score of 55 or

achievement for grade/subject.	greater on the ELA 11 Regents. See Chart Uploaded at 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 42% to 74% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 26% to 41% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher will be rated as effective if 0% to 25% of high school students that achieve a score of 55 or greater on the ELA 11 Regents. See Chart Uploaded at 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other Grades K-2	6(ii) School wide measure computed locally	Renaissance Learning Star Early Literacy nad Star Math Enterprise
All other Grades 3-5	6(ii) School wide measure computed locally	Renaissance Learning Star Literacy nad Star Math Enterprise
All other grades 6-8	6(ii) School wide measure computed locally	Renaissance Learning Star Literacy nad Star Math Enterprise
All other Grades 9-12	6(ii) School wide measure computed locally	English 11 Regents

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.	For all other grades K-8 teachers covered under education Law Section 3012-c and Part 30.2.5 of the Regents rules, the following will apply. The State approved third party assessment will be used across all classrooms in the same grade level. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. These teachers shall receive scores based upon the percentage of students in their building demonstrating
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growth, in both the State Approved ELA/ Reading and Math assessment administered. These teacher scores shall be computed by averaging equally the ELA/Reading and Math Scores of the students in their building. This will then be converted to a HEDI score as outlined below.

For High School Teachers there shall be a building-wide score issued to all teachers covered under education law section 3012-c and part 30-2 of the Regents Rules, based upon the achievement of all the High School students who take the eleventh grade English Regents Examination. This measure of student achievement is premised upon a District-Wide goal setting process where all High School Teachers are working towards the common goal of enhancing student literacy and English proficiency. Teachers will receive a HEDI score based on the percentage of high school students that achieve 55 or greater on the Regents ELA as identified in the uploaded chart. See Appendix A-2 and Appendix B-1 uploaded at 3.13.

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

For all other K-8 teachers:
A teacher will be rated as highly effective if 75% or greater of his/her students demonstrate growth.
For all other high school teachers:

A teacher will be rated as highly effective if 75% or greater of high school students that achieve a score of 55 or greater on the ELA 11 Regents.
See charts uploaded at 3.13.

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

For all other K-8 teachers:
A teacher will be rated as effective if 42% to 74% of his/her students demonstrate growth.
For all other high school teachers:

A teacher will be rated as effective if 42% to 74% of high school students that achieve a score of 55 or greater on the ELA 11 Regents.
See Charts Uploaded at 3.13

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

For all other K-8 teachers:
A teacher will be rated as developing if 26% to 41% of his/her students demonstrate growth.
For all other high school teachers:

A teacher will be rated as developing if 26% to 41% of high school students that achieve a score of 55 or greater on the ELA 11 Regents.
See Charts Uploaded at 3.13

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

For all other K-8 teachers:
A teacher will be rated as ineffective if 0% to 25% of his/her students demonstrate growth.
For all other high school teachers:

A teacher will be rated as ineffective if 0% to 25% of high school students that achieve a score of

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/12149/878775-y92vNseFa4/2013-14 20 Point Only Local KTF.pdf

3.14) Locally Developed Controls

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

All local measures will have targets set based on prior academic achievement (academic history). No other controls will be used.

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For Common Branch Grades K-2 teachers, Renaissance Learning Star Early Literacy Enterprise and Star Math Enterprise shall be administered to their students (Literacy/ Reading and Math), and each Kindergarten, 1st Grade and 2nd Grade teachers of record shall receive scores based upon the percentage of their students demonstrating individual growth, which shall be computed by averaging equally the Literacy/ Reading and Math scores of their students.

For 3rd Grade Common Branch teachers, Renaissance Learning Star Literacy and Star Math Enterprise shall be administered to their students, with the exception of 3rd Grade Special Education Students who cannot be tested on Renaissance Learning Star Literacy, in which case Star Early Literacy Enterprise and Star Math Enterprise (Literacy/ Reading and Math) shall be administered instead. The 3rd grade teachers of record shall receive scores based upon the percentage of their students demonstrating individual growth, which shall be computed by averaging equally the Literacy/Reading and Math scores of their students.

For Grades 4-8 Common Branch Teachers, Renaissance Learning Star Literacy and Star Math Enterprise shall be administered to their students. The Common Branch teachers of record in Grades 4-6 shall receive scores based upon the percentage of their students demonstrating individual growth, which shall be computed by averaging equally the Literacy/ Reading and Math scores of their students.

For High School teachers, there shall be a building-wide score issued to all teachers covered under Education Law Section 3012-C and Part 30-2 of the Regents Rules, based upon the achievement of all of the High School students who take the 11th Grade English Regents Examination. This measure of student achievement is premised upon a District-Wide goal-setting process, where all High School teachers are working towards the common goal of enhancing student literacy and English proficiency.

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)

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Updated Friday, February 28, 2014

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

LOCAL 60 POINTS ALLOCATION, RUBRIC, WEIGHTING HEDI BANDS:
 The rubric to be utilized for evaluation purposes is the Danielson 2011 (revised) with point distribution (as set forth in the Column entitled "Total Possible Points") and HEDI Bands as set forth in the chart.

The Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. A “Highly Effective” rating shall receive 100% of the total point value for the sub-domain.
2. An “Effective” rating shall receive 95% of the total point value for the sub-domain.
3. A “Developing” rating shall receive 80 % of the total point value for that sub-domain.
4. An “Ineffective” rating shall receive no points.

If a raw score contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. However in no case shall rounding result in a teacher score moving from one HEDI band to another.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a classroom teacher subject to Education Law Section 3012-c who receives an “effective” on the Local 20/15, the State 20/25 and the Local 60 would receive a composite effectiveness rating within the regulated “effective” range (of 75-90).

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/12179/878856-eka9yMJ855/2013-14 Local 60 Rubric table KTF_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.	A “Highly Effective” rating shall receive 59-60 total points.
Effective: Overall performance and results meet NYS Teaching Standards.	An “Effective” rating shall receive 55-58 total points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A “Developing” rating shall receive 46-54 total points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	An “Ineffective” rating shall receive 0-45 Standards. total points.

Provide the ranges for the 60-point scoring bands.
Highly Effective

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
------------------	-------

Effective	55-58
Developing	46-54
Ineffective	0-45

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	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
-------------	---

Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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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	55-58
Developing	46-54
Ineffective	0-45

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

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Updated Friday, February 28, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/878892-Df0w3Xx5v6/2013-14 TEACHER IMPROVEMENT PLAN WORKSHEET.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:

APPEALS PROCESS

1. General Appeals Process:

A. A tenured teacher who receives an ineffective composite APPR rating or developing composite rating, having also received a developing or ineffective on his/her Local 60 points allocation, or a probationary teacher who receives an ineffective rating on his/her composite APPR shall be entitled to appeal the annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possess an district-wide administrative Certification; provided, however, in the event that the Superintendent or the Superintendent' administrative designee served as an evaluator or lead evaluator he/she shall not hear the appeal. While an appeal may not be commenced until the teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Local 20 Points allocation (if available) with the Lead Evaluator prior to the issuance of the composite APPR rating.

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

C. An appeal of an APPR evaluation or a TIP must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a TIP appeal, there shall be a second fourteen business day period for a TIP appeal following the end date of the TIP and failure to appeal the TIP within fourteen business days following the end date thereof shall be deemed a waiver of the right to appeal the implementation of the TIP.

D. The Superintendent or the Superintendent's administrative designee shall review appeals by first considering procedural issues, then by considering the observational evidence/artifacts of instruction and thereafter shall respond to all appeals with a written answer granting the appeal and directing further administrative action, or denying the appeal with the specific reason for the appeal denial. The decision of the Superintendent or the Superintendent's administrative designee shall be made within fourteen business days of the receipt of the appeal. In the event that a substantial procedural violation is found, the evaluation under appeal shall be determined to be null and void in all regards. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding and shall not be subject to review for the purposes of this Appeal; provided, however, in the event that the decision of the Superintendent or the Superintendent's designee is not made within the time frame set forth above, the appeal shall be sustained

E. The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to §3031 of the New York State Education Law.

2. Optional Appeals Process for a tenured teacher who has received a second consecutive ineffective APPR composite rating:

A. Notwithstanding Paragraph 1(A) through (D) above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be made, within the timeframe set forth in paragraph 1(C) above, to one of the four agreed upon arbitrators set forth below selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Dennis Campagna, Jeffrey Selchick, Howard Edelman and Sheila Cole, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or TIP on an expedited basis, within thirty-five (35) calendar days of the filing of the written appeal. In the event the one of the aforementioned arbitrators is no longer on the list new arbitors will be agreed upon and replaced on the list. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher and administration prior to rendering a decision.

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.

All building principals, vice principals, assistant principals, and district level directors will serve as lead evaluators for teachers in the Kingston City School District. The district has selected and received agreement with the Kingston Teachers Federation (KTF) to utilize the Danielson 2011 Framework for Teaching Rubric. As lead

evaluators, building and district administrators will continue to participate in ongoing training that is offered by BOCES and the district. These sessions have targeted the key elements that are required for the certification as a lead evaluator. The district provides professional development to lead evaluators at monthly administrative meetings and at half-day training sessions.

The district has also purchased a license for each administrator in the Teachscape Training Module. The program consists of 11 self-paced online modules. This included scoring practice with master-scored videos to prepare observers for real world classroom observations.

Additionally, the program includes a proficiency test designed to challenge observers to demonstrate effective and reliable observational skills. The district held 3 full day large group trainings for lead evaluators. Individual evaluators used the program for practice and reinforcement. All lead evaluators were required to take and successfully pass the proficiency test established by Teachscape.

The districts network team attends all SED provided trainings. They serve as turnkey trainers and provide that training to all principals and other evaluators in the district. As part of their ongoing training, all lead evaluators have been assigned to Professional Learning Communities (PLC) Groups. These PLCs will compare the evidence that was collected from viewing the Teachscape practice videos. They will then use the rubric to evaluate the evidence, to ensure a level of proficiency and inter-rater reliability.

The evidence of all trainings will be presented to the Superintendent of Schools. The superintendent and Board of Education will then certify that each administrator is highly qualified to be the lead evaluator for teacher evaluations. The above process will be used on an annual basis to re-certify lead evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

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

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

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

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

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

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

K-4
5-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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.

NONE

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, December 30, 2013

Updated Friday, February 28, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Renaissance Learning Star Early Literacy, Star Literacy, Star Math Enterprise
5-8	(d) measures used by district for teacher evaluation	Renaissance Learning Star Literacy and Star Math Enterprise
9-12	(d) measures used by district for teacher evaluation	NYS Common Core English Regents and NYS Comprehensive English 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For each elementary principal (K-4) the following will apply. The State approved third party assessments (Star Early Literacy, Star Literacy, and Star Math) will be used across all classrooms in the same grade level as defined in the attached chart. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. These elementary principals shall receive scores based upon the percentage of students in their building demonstrating growth, in both the State Approved ELA/</p>
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Literacy/ Reading and Math assessment administered. These elementary principals' scores shall be computed by averaging equally the Literacy/Reading and Math Scores of the students in their building. This will then be converted to a HEDI score as per the chart.

For each middle school principal (5-8) the following will apply. The State approved third party assessments (Renaissance Learning Star Literacy and Math) will be used across all classrooms in the same grade level as defined in the attached chart. The State approved test will be administered to all students in the fall. The student test results include a scaled score. Students' fall (pretest) scaled scores will be the baseline. The State approved assessment (post-test) will be administered in the spring. Each individual student's fall scaled score will be compared to the post-test assessment scaled score of that student to determine each individual student's growth score. These middle school principals shall receive scores based upon the percentage of students in their building demonstrating growth, in both the State Approved Literacy/ Reading and Math assessment administered. These middle school principals' scores shall be computed by averaging equally the Literacy/ Reading and Math Scores of the students in their building. This will then be converted to a HEDI score as per the attached chart.

The high school principal (9-12) will receive a score based on the total percentage of students achieving a 55 or greater on the Grade 11 English Regents. This is further defined in the attached charts. Both the 0-20 point chart and 0-15 point chart are included in the upload. The appropriate chart will be utilized based upon the action taken by the Board of Regents on value added measures.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.
An elementary or middle school principal will be rated as highly effective if 66% or greater of students in his/her building demonstrate growth.
A high school principal will be rated as highly effective if 66% or greater of the students in his/her building achieve 55% or greater on the Regents ELA.

See charts uploaded at the bottom of 8.1

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.
An elementary or middle school principal will be rated as effective if 35% to 65% of students in his/her building demonstrate growth.
A high school principal will be rated as effective if 35% to 65% of the students in his/her building achieve 55% or greater on the Regents ELA.

See charts uploaded at the bottom of 8.1

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

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.
An elementary or middle school principal will be rated as developing if 25% to 34% of students in his/her building demonstrate growth.
A high school principal will be rated as developing if 25% to 34% of the students in his/her building achieve 55% or greater on the Regents ELA.
See charts uploaded at the bottom of 8.1

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

An elementary or middle school principal will be rated as ineffective if 24% or below of students in his/her building demonstrate growth.
A high school principal will be rated as ineffective if 24% or below of the students in his/her building achieve 55% or greater on the NYS Common Core Regents or NYS Comprehensive Regents. The higher of the two will be used for APPR purposes.
See charts uploaded at the bottom of 8.1

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

[assets/survey-uploads/12190/878968-8o9AH60arN/2013-14 Principals Local 15 Points only Chart ASPA.docx](#)

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

[assets/survey-uploads/12190/878968-qBFVOWF7fC/appr chart 2.pdf](#)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	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.

All local measures will have targets set based on prior achievement (academic history) and/ or pre-assessment results. No other controls will be used.

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.

N/A at this time.

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 Monday, December 30, 2013

Updated Friday, February 28, 2014

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	Checked
9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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.

LOCAL 60 POINTS ALLOCATION, RUBRIC, WEIGHTING HEDI BANDS:

The rubric to be utilized for evaluation purposes is the Multidimensional Principal Performance Rubric with point distribution (as set forth in the Column entitled "Total Possible Points") and HEDI Bands as set forth in the attached chart .

The Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. A "Highly Effective" rating shall receive 100% of the total point value for the sub-domain.
2. An "Effective" rating shall receive 96% of the total point value for the sub-domain.
3. A "Developing" rating shall receive 82.5 % of the total point value for that sub-domain.
4. An "Ineffective" rating shall receive no points.

If a raw score contains a decimal of .5 or greater, it will be rounded up to the nearest whole number, and if a raw score contains a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score. However in no case shall rounding result in a principal's score moving from one HEDI band into another.

This methodology ensures that all points 0-60, are obtainable on the Local 60 measure, in accordance with the provisions of Education Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and the HEDI Bands set forth below were locally negotiated in order to enhance the likelihood that a principal subject to Education Law Section 3012-c who receives an "effective" on the Local 20/15, the State 20/25 and the Local 60 would receive a composite effectiveness rating within the regulated "effective" range (of 75-90).

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/12205/879017-pMADJ4gk6R/2013-14 Principal 60 point Rubric Chart only ASPA.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 standards.	A "Highly Effective" rating shall receive 59-60 total points.
Effective: Overall performance and results meet standards.	An "Effective" rating shall receive 56-58 total points.
Developing: Overall performance and results need improvement in order to meet standards.	A "Developing" rating shall receive 46-55 total points.
Ineffective: Overall performance and results do not meet standards.	An "Ineffective" rating shall receive 0-45 total points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	46-55
Ineffective	0-45

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 Monday, December 30, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

Results are well above District- or BOCES- adopted expectations for 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	56-58
Developing	46-55
Ineffective	0-45

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 Monday, December 30, 2013

Updated Friday, February 28, 2014

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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/12168/879040-Df0w3Xx5v6/2013-14 Principal In Need of Improvement Plan Format.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:

1. Appeals Process:

A. Any principal who receives an ineffective rating on their annual composite APPR or a tenured principal who receives a developing on the 60 Point Rubric HEDI rating and Local 20 measure, shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal.

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

C. An appeal of an annual APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the principal, in the case of a tenured principal, and (20) twenty business days of the presentation of the final document to a probationary principal (extended by an additional period of up to 10 calendar days if he or she is going to be on a planned vacation during the 20 business days as referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

D. Within seven (7) calendar days of filing the appeal, the school district shall provide the affected principal with any additional documentation it intends to rely upon in consideration of the principal's annual APPR evaluation or his/her principal improvement plan.

E. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer within fifteen (15) calendar days, granting the appeal and directing further administrative action, or denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision, to the same extent and in the same manner as described in F(1) below. Such decision shall be made within fifteen (15) business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law, except as provided for in F(1) below.

F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective annual APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Jeffrey Selchick, Sheila Cole and Dennis Campagna, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP on a timely and expeditious basis. In the event that none of these arbitrators are not available new arbitrators will be agreed upon and replaced on the list. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the observational evidence underlying the observations of the principal that must be furnished by the District, along with other evidence that must be submitted by the principal prior to rendering a decision. The standard of review to support the evaluation or the PIP shall be "clear and convincing evidence" of the propriety of the same.

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 superintendent will serve as lead evaluator for principals in the Kingston City School District. The district has selected and received agreement with the Kingston Administrative and Supervisory Personnel Association (ASPA) to utilize the Multi-Dimensional Principal Performance Rubric (MPPR). As lead evaluator the superintendent will continue to participate in ongoing training that is offered by BOCES and the district. This process will ensure that lead evaluators will maintain inter-rater reliability over time. These sessions have targeted the key elements that are required for the certification as a

lead evaluator. The Board of Education will certify and recertify the superintendent of schools as lead evaluator for principals.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, December 30, 2013

Updated Saturday, March 01, 2014

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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/12158/879045-3Uqgn5g9Iu/APPRcertform.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.

Chart for task 2.11
of Review Room

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	85-100%		72-84%		63-71%		0-62%	
% of Students Meeting SLO Target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	89-100%	17	84%	8	70-71%	2	61-62%
	19	87-88	16	83	7	68-69	1	60
	18	85-86	15	82	6	66-67	0	0-59
			14	81	5	65		
			13	80	4	64		
			12	78-79	3	63		
			11	76-77				
			10	74-75				
			9	72-73				

APPENDIX B-2

KINGSTON CITY SCHOOL DISTRICT

Local 15 Points Growth Measure using STAR Early Literacy Enterprise and STAR Math Enterprise for Grades K-2 and 3rd Grade Special Education Students who cannot be tested on STAR Reading Enterprise and using the STAR Reading Enterprise and STAR Math Enterprise for Students in Grades 3-8 (except as noted above)

[This applies where the State has a value added growth model for the State Assessment]

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	14-15		8-13		3-7		0-2	
Target range	66-100%		35-65%		25-34%		0-24%	
% of Students Meeting the Growth Target	Points	% of students meeting the growth target	Points	% of students meeting the growth target	Points	% of students meeting the growth target	Points	% of students meeting the growth target
	15	75-100%	13	60-65%	7	33-34%	2	21-24%
	14	66-74%	12	55-59	6	31-32	1	19-20
			11	48-54	5	29-30	0	0-18
			10	44-47	4	27-28		
			9	40-43	3	25-26		
			8	35-39				

APPENDIX B-1

KINGSTON CITY SCHOOL DISTRICT

Local 20 Points Growth Measure using STAR Early Literacy Enterprise and STAR Math Enterprise for Grades K-2 and 3rd Grade Special Education Students who cannot be tested on the STAR Reading Enterprise and using the STAR Reading Enterprise and Star Math Enterprise for Students in Grades 3-8 (except as noted above)

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	75-100%		42-74%		26-41%		0-25%	
of Students Meeting e Growth Target	Points	% of students meeting the growth target	Points	% of students meeting the growth target	Points	% of students meeting the growth target	Points	% of students meeting the growth target
	20	77-100%	17	69-74%	8	39-41%	2	24-25%
	19	76	16	64-68	7	36-38	1	22-23
	18	75	15	59-63	6	33-35	0	0-21
			14	57-58	5	30-32		
			13	55-56	4	28-29		
			12	53-54	3	26-27		
			11	50-52				
			10	45-49				
			9	42-44				

APPENDIX C-1

KINGSTON CITY SCHOOL DISTRICT

Local 20 Points Achievement Measure for all Grades 9-12 Teachers based upon the results of all students taking the English Regents Examination in January/the Spring of the School Year

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	75-100%		42-74%		26-41%		0-25%	
% of Students Meeting the Achievement Target	Points	% of students meeting the achievement target	Points	% of students meeting the achievement target	Points	% of students meeting the achievement target	Points	% of students meeting the achievement target
	20	77-100%	17	69-74%	8	39-41%	2	24-25%
	19	76	16	64-68	7	36-38	1	22-23
	18	75	15	59-63	6	33-35	0	0-21
			14	57-58	5	30-32		
			13	55-56	4	28-29		
			12	53-54	3	26-27		
			11	50-52				
			10	45-49				
			9	42-44				

APPR - Teacher Evaluation

Local 60 Points Calculation Spreadsheet - Kingston City School District

(With Sample Point Allocation Included)

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing = 82.5%	Ineffective = 0%		
1a	E	2.88	3.00	17%	3.00	2.88	2.48	0.00		
1b	E	2.88	3.00	17%	3.00	2.88	2.48	0.00		
1c	H	3.00	3.00	17%	3.00	2.88	2.48	0.00		
1d	E	2.88	3.00	17%	3.00	2.88	2.48	0.00		
1e	E	2.88	3.00	17%	3.00	2.88	2.48	0.00		
1f	E	2.88	3.00	17%	3.00	2.88	2.48	0.00		
				18	30%					
2a	D	2.48	3.00	19%	3.00	2.88	2.48	0.00		
2b	E	2.88	3.00	19%	3.00	2.88	2.48	0.00		
2c	D	3.30	4.00	25%	4.00	3.84	3.30	0.00		
2d	E	2.88	3.00	19%	3.00	2.88	2.48	0.00		
2e	E	2.88	3.00	19%	3.00	2.88	2.48	0.00		
				16	27%					
3a	E	3.84	4.00	25%	4.00	3.84	3.30	0.00		
3b	E	2.88	3.00	19%	3.00	2.88	2.48	0.00		
3c	E	3.84	4.00	25%	4.00	3.84	3.30	0.00		
3d	E	2.88	3.00	19%	3.00	2.88	2.48	0.00		
3e	E	1.92	2.00	13%	2.00	1.92	1.65	0.00		
				16	27%					
4a	E	1.92	2.00	20%	2.00	1.92	1.65	0.00		
4b	E	1.92	2.00	20%	2.00	1.92	1.65	0.00		
4c	D	0.83	1.00	10%	1.00	0.96	0.83	0.00		
4d	E	0.96	1.00	10%	1.00	0.96	0.83	0.00		
4e	D	1.65	2.00	20%	2.00	1.92	1.65	0.00		
4f	E	1.92	2.00	20%	2.00	1.92	1.65	0.00		
Raw Score		56.37		10	17%					
Final Total		E	56.00	60.00	60	100%	60.00	57.60	49.50	0.00

HEDI BANDS		
0-45	0.00	I
	45.00	I
46-54	46.00	D
	54.00	D
55-58	55.00	E
	58.00	E
59-60	59.00	H
	60.00	H

Note: If a raw score contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

This spreadsheet and the formula underlying the computations herein are subject to Copyright Law Protection and cannot be duplicated, disseminated or modified without the permission of Julie Shaw, which has been granted to the school district without fee. This is a confidential document, intended for internal use only, for the purpose of implementing APPR.

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TEACHER IMPROVEMENT PLAN WORKSHEET
(To be completed jointly by the teacher and administrator)

NAME _____ Building _____ Grade/ Subject _____

AREA(S) NEEDING IMPROVEMENT	PERFORMANCE GOALS	ACTION STEPS (Provide detailed description including professional supports)	BENCHMARKS & TIMELINES FOR COMPLETIONS	EVIDENCE

Teacher's Comments:

Administrator's Comments:

Teacher's Signature Date

Administrator's Signature Date

KINGSTON CITY SCHOOL DISTRICT

Local 20 Points Growth Measure for Building Principals in Elementary and Middle School Buildings (Building-Wide) using Star Early Literacy Enterprise, STAR Reading Enterprise, and Star Math Enterprise

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	75-100%		42-74%		26-41%		0-25%	
% of Students Demonstrating Growth	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
	20	77-100%	17	69-74%	8	39-41%	2	24-25%
	19	76	16	64-68	7	36-38	1	22-23
	18	75	15	59-63	6	33-35	0	0-21
			14	57-58	5	30-32		
			13	55-56	4	28-29		
			12	53-54	3	26-27		
			11	50-52				
			10	45-49				
			9	42-44				

KINGSTON CITY SCHOOL DISTRICT

Local 20 Points Achievement Measure for High School Building Principal based upon the results of all students taking the English Regents Examination

Rating	Highly Effective		Effective		Developing		Ineffective	
Points	18-20		9-17		3-8		0-2	
Target range	77-100%		42-74%		26-41%		0-25%	
% of Students	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target	Points	% of students meeting target
Achieving a Score of 55 or Greater	20	77-100%	17	69-74%	8	39-41%	2	24-25%
	19	76	16	64-68	7	36-38	1	22-23
	18	75	15	59-63	6	33-35	0	0-21
			14	57-58	5	30-32		
			13	55-56	4	28-29		
			12	53-54	3	26-27		
			11	50-52				
			10	45-49				
			9	42-44				

APPR - Principal Evaluation

Local 60 Points Calculation Spreadsheet - Kingston City School District - (With Sample Point Allocation Included)

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	<i>Sub-totals</i>	Highly Effective = 100%	Effective = 96.0%	Developing= 82.5%	Ineffective = 0%	
1a	E	3.36	3.50	50%	3.50	3.36	2.89	0.00	
1b	E	3.36	3.50	50%	3.50	3.36	2.89	0.00	
				7	12%				
2a	E	3.84	4.00	18%	4.00	3.84	3.30	0.00	
2b	E	4.80	5.00	23%	5.00	4.80	4.13	0.00	
2c	D	4.13	5.00	23%	5.00	4.80	4.13	0.00	
2d	H	4.00	4.00	18%	4.00	3.84	3.30	0.00	
2e	E	3.84	4.00	18%	4.00	3.84	3.30	0.00	
				22	37%				
3a	E	3.84	4.00	24%	4.00	3.84	3.30	0.00	
3b	E	3.84	4.00	24%	4.00	3.84	3.30	0.00	
3c	E	3.84	4.00	24%	4.00	3.84	3.30	0.00	
3d	D	4.13	5.00	29%	5.00	4.80	4.13	0.00	
				17	28%				
4a	E	2.88	3.00	43%	3.00	2.88	2.48	0.00	
4b	E	1.92	2.00	29%	2.00	1.92	1.65	0.00	
4c	D	1.65	2.00	29%	2.00	1.92	1.65	0.00	
				7.00	12%				
5a	E	2.40	2.50	50%	2.50	2.40	2.06	0.00	
5b	D	2.06	2.50	50%	2.50	2.40	2.06	0.00	
				5.00	8%				
6a	E	0.96	1.00	50%	1.00	0.96	0.83	0.00	
6a	E	0.96	1.00	50%	1.00	0.96	0.83	0.00	
Raw Score		55.80		2.00	3%				
Final									
Total		E	56.00	60.00	60	100%	60.00	57.60	49.50
								0.00	

HEDI BANDS:		
0-45	0.00	I
	45.00	I
46-55	46.00	D
	55.00	D
56-58	56.00	E
	58.00	E
59-60	59.00	H
	60.00	H

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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PRINCIPAL IMPROVEMENT PLAN

(1) AREA(S) IN NEED OF IMPROVEMENT	(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4) MANNER OF ASSESSMENT OF IMPROVEMENT

Educator's Signature

Date

Administrator's Signature

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:

 2/28/14

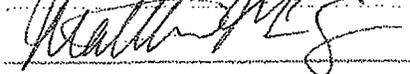
Teachers Union President Signature: Date:

Lauri J. Maccarato 2-28-14

Administrative Union President Signature: Date:

 2/28/14

Board of Education President Signature: Date:

 2/28/14