



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

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February 26, 2014

**Revised**

Karen McGraw, Superintendent  
New Lebanon Central School District  
14665 Route 22  
New Lebanon, NY 12125

Dear Superintendent McGraw:

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,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: James N. Baldwin

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, January 22, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 101601040000

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

101601040000

#### 1.2) School District Name: NEW LEBANON CSD

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

NEW LEBANON CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or

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

State assessments, *required if one exists*

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Questar BOCES developed Kdg literacy assessment
1	District, regional, or BOCES-developed assessment	Questar BOCES developed 1st grade literacy assessment
2	District, regional, or BOCES-developed assessment	Questar BOCES developed 2nd grade literacy assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual Kdg-3rd grade student as demonstrated on the post-assessments. Based on the percentage of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	Questar BOCES developed Kdg Math Assessment
1	District, regional, or BOCES-developed assessment	Questar BOCES developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Questar BOCES developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual Kdg-3rd grade student as demonstrated on the post-assessments. Based on the percentage of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	New Lebanon CSD developed 6th grade developed Science Assessment
7	District, regional or BOCES-developed assessment	New Lebanon CSD developed 7th grade Science Assessment

  

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual 6th -8th grade student as demonstrated on the post-assessments. Based on the percentage of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

## 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	New Lebanon CSD developed 6th grade Social Studies assessment
7	District, regional or BOCES-developed assessment	New LebanonCSD developed 7th grade Social Studies assessment
8	District, regional or BOCES-developed assessment	New Lebanon CSD developed 8th grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual 6th -8th grade student as demonstrated on the post-assessments. Based on the percentage of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

## 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	New Lebanon CSD developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual high school student as demonstrated on the post-assessments. Based on the percentage
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of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual high school student as demonstrated on the post-assessments. Based on targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.

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

0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual high school student as demonstrated on the post-assessments. The District will administer both the Integrated Algebra Regents and the Common Core Algebra Regents, to students in a Common Core course. HEDI results will be based on the better of the two student score. Based on the percentage of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

## 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	New Lebanon CSD developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	New Lebanon CSD developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual high school student as demonstrated on the post-assessments. Based on the percentage of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

## 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
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Technology Electives	District, Regional or BOCES-developed	New Lebanon CSD developed 7-12 technology course assessment
Spanish	District, Regional or BOCES-developed	New Lebanon CSD developed 7-12 Spanish course assessment
Music 7-12	District, Regional or BOCES-developed	New Lebanon District developed 7-12 music course assessment
Art	District, Regional or BOCES-developed	Questar BOCES developed K-12 art course assessment
Physical Education	District, Regional or BOCES-developed	New Lebanon District developed K-12 Physical Education course assessment
Library	District, Regional or BOCES-developed	New Lebanon District developed K-12 grade level Library assessment
Home and Careers/Business	District, Regional or BOCES-developed	Questar BOCES developed 7-8 Home and Careers or Business course assessment
Music K-6	District, Regional or BOCES-developed	Questar BOCES developed K-6 course music 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.	SLOs are developed by teachers, approved by the principal and using baseline data from pre-assessments, rigorous targets are developed for each individual student as demonstrated on the post-assessments. Based on the percentage of students achieving established targets, teachers will be appointed by the building principal a score of 0-20 as indicated in the HEDI bands below.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	83-100% of students have met or exceeded their individual growth target which demonstrates exceptional student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	64-82% of students have met or exceeded their individual growth target which demonstrates appropriate student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	42-63% of students have met or exceeded their individual growth target which demonstrates that the student growth doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-41% of students have met or exceeded their individual growth target which indicates that the student growth is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

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/12186/485571-TXEttx9bQW/0-20 conversions growth to upload.xls

## 2.12) Locally Developed Controls

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

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

no controls

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
5	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
6	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments

7	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
8	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents

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.	For all 4-6 grades, HEDI points will be assigned based on the percent of K-6 students school-wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550, 3rd grade, 675; 4th grade, 775; 5th grade, 875; 6th grade 950. The lexile range is valued from 0 to 1385. For mathematics, it is achieving a 65 or greater on the New Lebanon developed assessment. For grades 7-8, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.)The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure. We will use a 20 point scale in the absence of a value added measure and a 15 point scale after implementation of a value added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their grade level achievement target which demonstrates exceptional student achievement.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their grade level achievement target which demonstrates appropriate student achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their grade level achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
5	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
6	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
7	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
8	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents

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

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

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

For all 4-6 grades, HEDI points will be assigned based on the percent of K-6 students school-wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550, and 3rd grade, 675. 4th grade, 775; 5th grade, 875; 6th grade 950. Lexile levels are valued from 0-1385. For mathematics, it is achieving a 65 or greater on the New Lebanon developed assessment. For grades 7-8, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.)The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure. We will use a 20 point scale in the absence of a value added measure and a 15 point scale after implementation of a value added measure.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or

83-100% of students have met or exceeded their grade level achievement target which demonstrates exceptional student

achievement for grade/subject.	achievement.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their grade level achievement target which demonstrates appropriate student achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their grade level achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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/12149/479173-rhJdBgDruP/15 and 20 conversions to upload.xls

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

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
1	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
2	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments
3	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and Math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all K-3 grades, HEDI points will be assigned based on the percent of K-6 students school wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550, and 3rd grade, 675; 4th grade, 775; 5th grade, 875; 6th grade 950. Lexile levels are valued from 0-1385. For mathematics, it is achieving a 65 or greater on the New Lebanon developed assessment. The targets were collaboratively determined with the New Lebanon
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Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their grade level achievement target which demonstrates exceptional student achievement.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their grade level achievement target which demonstrates appropriate student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their grade level achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and math assessments
1	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and math assessments
2	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and math assessments
3	6(ii) School-wide measure computed locally	New Lebanon developed K-6 ELA and math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all K-3 grades, HEDI points will be assigned based on the percent of K-6 students school wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550 and 3rd grade, 675; 4th grade, 775; 5th grade, 875; 6th grade 950. Lexile levels are valued from 0-1385. For mathematics, it is achieving
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a 65 or greater on the New Lebanon developed assessment. The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their grade level achievement target which demonstrates exceptional student achievement.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their grade level achievement target which demonstrates appropriate student achievement.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their grade level achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and math assessments
7	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
8	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all 6 grades, HEDI points will be assigned based on the percent of K-6 students school-wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550, 3rd grade, 675; 4th grade, 775; 5th grade, 875; 6th grade 950. The lexile range is valued from 0 to 1385. Grade level proficiency in ELA is determined by the published lexile level: 6th grade 950. For mathematics, it is achieving a 65 or greater on the New Lebanon developed assessment.
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For grades 7-8, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.)The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their individual or grade level achievement target which demonstrates exceptional student achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their individual or grade level achievement target which demonstrates appropriate student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their individual or grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their individual or grade level achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and math assessments
7	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
8	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents

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.	For all 6 grades, HEDI points will be assigned based on the percent of K-6 students school-wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550, 3rd grade, 675; 4th grade, 775; 5th grade, 875; 6th grade 950. The lexile range is valued from 0 to 1385. For mathematics, it is achieving a 65 or greater on the New Lebanon developed assessment. For grades 7-8, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.)The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their individual or grade level achievement target which demonstrates exceptional student achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their individual or grade level achievement target which demonstrates appropriate student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their individual or grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their individual or grade level achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
Global 2	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
American History	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology 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 grades 9-12, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.)The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their individual achievement target which demonstrates exceptional student achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their individual achievement target which demonstrates appropriate student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their individual achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their individual achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
Earth Science	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology

		Regents
Chemistry	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
Physics	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology 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 grades 9-12, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.) The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their individual achievement target which demonstrates exceptional student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their individual achievement target which demonstrates appropriate student achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their individual achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their individual achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
Geometry	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology 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 grades 9-12, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.) The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their individual achievement target which demonstrates exceptional student achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their individual achievement target which demonstrates appropriate student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	42-63% of students have met or exceeded their individual achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-41% of students have met or exceeded their individual achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents, NYS Global History and Geography Regents, NYS Comprehensive English Regents, NYS US History and Government Regents, NYS Living Environment: Biology 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 grades 9-12, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.) The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-100% of students have met or exceeded their individual achievement target which demonstrates exceptional student achievement.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	64-82% of students have met or exceeded their individual achievement target which demonstrates appropriate student achievement.

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

42-63% of students have met or exceeded their individual achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.

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

0-41% of students have met or exceeded their individual achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.

### 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
Technology Electives	6(ii) School wide measure computed locally	New York State Regents: Integrated Algebra Regents, Global History and Geography Regents, Comprehensive English Regents, US History and Government Regents, Living Environment: Biology Regents
Spanish	6(ii) School wide measure computed locally	New York State Regents: Integrated Algebra Regents, Global History and Geography Regents, Comprehensive English Regents, US History and Government Regents, Living Environment: Biology Regents
Home and Careers/Business	6(ii) School wide measure computed locally	New York State Regents: Integrated Algebra Regents, Global History and Geography Regents, Comprehensive English Regents, US History and Government Regents, Living Environment: Biology Regents
Art 7-12	6(ii) School wide measure computed locally	New York State Regents: Integrated Algebra Regents, Global History and Geography Regents, Comprehensive English Regents, US History and Government Regents, Living Environment: Biology Regents
Music 7-12	6(ii) School wide measure computed locally	New York State Regents: Integrated Algebra Regents, Global History and Geography Regents, Comprehensive English Regents, US History and Government Regents, Living Environment: Biology Regents
Library 7-12	6(ii) School wide measure computed locally	New York State Regents: Integrated Algebra Regents, Global History and Geography Regents, Comprehensive English Regents, US History and Government Regents, Living Environment: Biology Regents
Physical Education 7-12	6(ii) School wide measure computed locally	New York State Regents: Integrated Algebra Regents, Global History and Geography Regents, Comprehensive English Regents, US History and Government Regents, Living Environment: Biology Regents
Art K-6	6(ii) School wide measure computed locally	New Lebanon developed K-6 ELA and math assessments
Music K-6	6(ii) School wide measure computed locally	New Lebanon developed K-6 mathematics and ELA assessments
Library K-6	6(ii) School wide measure computed locally	New Lebanon developed K-6 mathematics and ELA assessments
Physical Education K-6	6(ii) School wide measure computed locally	New Lebanon developed K-6 mathematics and ELA assessments

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

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

<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>For all K-6 grades, HEDI points will be assigned based on the percent of K-6 students school wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550, and 3rd grade, 675; 4th grade, 775; 5th grade, 875; 6th grade 950. Lexile levels are valued from 0-1385. For mathematics, it is achieving a 65 or greater on the New Lebanon developed assessment. For grades 7-12, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.)The targets were collaboratively determined with the New Lebanon Teachers' Association and the Administration. A HEDI score will be determined based on a percentage of students who have met these goals for each school year. A final percentage which contains a decimal will be rounded to the nearest whole number and will be applied to all teachers in the building as their local measure.</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>83-100% of students have met or exceeded their individual or grade level achievement target which demonstrates exceptional student achievement.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>64-82% of students have met or exceeded their individual or grade level achievement target which demonstrates appropriate student achievement.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>42-63% of students have met or exceeded their individual or grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the teacher's work needs improvement for students to meet expectations.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-41% of students have met or exceeded their individual or grade level achievement target which indicates that the student achievement is not acceptable and the teacher's work needs substantial improvement for students to meet expectations.</p>

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/12149/479173-y92vNseFa4/15 and 20 conversions to upload.xls

### 3.14) Locally Developed Controls

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

no controls

### 3.15) Teachers with More Than One Locally Selected Measure

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

not applicable

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Marzano's Causal Teacher Evaluation Model

(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?

No

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

probationary

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
--	----

One or more observation(s) by trained independent evaluators	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

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 )

assets/survey-uploads/12179/483657-2UoxI2HPmn/4.2 other measures.pdf

### 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.

Our District has purchased the iObservation tool to administer the HEDI ratings using the Marzano Causal Teacher Evaluation Model rubric. The iObservation tool records all rubric scores from multiple formal and informal observations on a 4-1 scale, with 4 being highly effective and 1 being ineffective. There are four domains in the rubric. Each sub-component that is scored receives a 4-1 rating. These scores accrue throughout the year, creating a final, cumulative rating between 4 and 1. The final cumulative score will be an average of scores in domain 1 and domains 2-4. The weighting of the domains is different depending upon the teacher tenure status.

The weighting for a tenured teacher is: 31 points from Domain 1 and 29 points combined from Domain 2-4. The weighting for a probationary teacher is: 40 points from Domain 1 and 20 points combined from Domain 2-4. The point allocation is included in the iObservation settings, which provides a score between 4 and 1. The score within Domain 1 is an average of all rated sub-components for the one school year. The rated sub-components from Domains 2-4 are also averaged for one school year. These two averages are then combined. This number is then converted using the attached table resulting in a final Other Measures of Effectiveness score for each teacher between 0 and 60. The average 1-4 rubric scores indicated on the uploaded conversion chart are the minimum values necessary to earn the corresponding HEDI points.

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

assets/survey-uploads/12179/483657-eka9yMJ855/0-60 conversions for upload.xlsx

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.	Teacher attaining a Marzano rubric score of 3.3-4 are highly effective. Teacher implements, monitors, adapts and creates new strategies for unique student needs and situations. They are a recognized leader among their colleagues.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher attaining a Marzano rubric score of 2.5-3.2 are effective. Teacher implements target learning strategy and monitors the extent to which students engage in target skill or learning activity. Meets NYS professional teaching standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher attaining a Marzano rubric score of 1.5-2.4 are developing. Teacher implements target learning strategy. Needs improvement in meeting NYS professional teaching standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher attaining a Marzano rubric score of 1-1.4 are ineffective. Teacher uses target learning strategy incorrectly or with parts missing. Does not meet NYS professional teaching standards.

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
-------------	---

Informal/Short	3
Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person
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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)

Created Tuesday, April 30, 2013

Updated Wednesday, January 22, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/487333-Df0w3Xx5v6/Teacher Improvement Plan.docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The details of the District's procedures for resolving appeals of Annual Professional Performance Reviews (APPR) will be as follows:  
\* In an appeal, teachers may challenge: 1) the substance of their annual professional performance review if the summative rating is

below effective; 2) for procedural reasons: a) the school district's adherence to standards and methodologies required for reviews or b) adherence to Commissioner of Education's regulations or c) adherence to locally negotiated APPR procedures and; 3) a TIP summative review rating of "ineffective" or "developing".

- \* All Annual Professional Performance Review (summative) ratings can be appealed within fifteen school days of receipt of the rating.
- \* A TIP summative review of ineffective or developing can be appealed within fifteen (15) school days of receipt of the rating.
- \* Upon filing the appeal, the teacher will be entitled to any and all final documentary evidence used as a basis of the overall APPR rating. The documentary evidence will be provided within five (5) business days.
- \* Procedural or compliance issues can be appealed. Upon filing a written appeal, the teacher will provide to the District any and all evidence of procedural failure or error.
- \* In a ratings appeal, the teacher will need to identify specific element(s) of the rating being challenged and provide written rationale for the challenge.
- \* A teacher's ratings appeal and procedural appeal shall be consolidated for the appeal process.
- \* Both the procedural and ratings appeal will be conducted in the same manner.
- \* A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan summative rating. Any grounds not raised at the time of the appeal is filed, shall be deemed waived.
- \* The teacher will have the right to Association representation during all stages of his/her appeal unless the Association otherwise notifies the District that the teacher chooses to represent him or herself.
- \* If the schedules of all parties permit, it is desirable to process appeals during the summer months, before the start of the new school year. If this were to occur, then workdays would be substituted in the timeline for school days.
- \* Appeals will follow the following procedure:

**PHASE ONE:** The teacher will appeal to the evaluating supervisor in writing. The teacher and the evaluating supervisor will have a meeting to discuss the appeal within five (5) school days of the appeal submission. The supervisor will respond in writing to the teacher within ten (10) school days after the meeting in which the appeal was discussed. For all tenured teachers, when an appeal has not been resolved to the teacher's satisfaction in Phase One, the appeal will move to Phase Two. For all non-tenured teachers, when an appeal has not been resolved to the teacher's satisfaction in Phase One, the appeal will move directly to Phase Three.

**PHASE TWO:** If the teacher is not satisfied with the appeal decision, within five (5) school days, the teacher may request in writing to the Superintendent and the Association President that their appeal move to Phase Two. The Superintendent in conjunction with the Association President will convene an APPR Appeals Panel within three (3) days after receipt of the written request. The APPR Panel will consist of an administrator other than the evaluating supervisor, chosen by the Superintendent, and an Association representative, chosen by the Association President. The Superintendent and the Association President will consult with each other before making their selections for the Panel. All Documents and communications from the evaluation record and from Phase One shall be provided to the panel. If the panel members agree, in addition to considering the written records, when making its decision, the panel may request additional information, which may include questions addressed to the teacher and or evaluating administrator, in order to render its decision. Both the teacher and the Superintendent will be notified of the Panel's information requests. In the event the Panel's request delays the process, such delay shall not be unreasonable. The members of the APPR Panel will review and confer on the information provided. Then each member of the panel will independently prepare an advisory opinion to the Superintendent in writing. These opinions will be submitted to the Superintendent within ten (10) school days of the formation of the Panel. When the advisory opinions of the APPR Panel members disagree or when both members deny the appeal, the appeal shall be considered denied. When the advisory opinions of the APPR Panel member both advise acceptance of the appeal, the Superintendent will follow that recommendation. The Superintendent will notify the teacher of the decision within five (5) school days of receipt of the panel's decision. If the teacher is not satisfied with the appeal decision, the teacher may appeal in writing to the Superintendent within five (5) school days of receipt of the decision, requesting that the appeal move to Phase Three.

**PHASE THREE:** The Superintendent will schedule a meeting with the teacher submitting the appeal to discuss the appeal within five (5) days of the appeal being filed at Phase Three. The Superintendent will render a decision on the appeal to the teacher, in writing, within ten (10) school days after the meeting. The Superintendent's decision shall be final and binding upon the parties.

If at any phase of the appeals process, where the rating is being appealed, a decision is made in favor of the teacher, the decision must include a recalculation of the score, consistent with the 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.

The District ensures that all evaluators are trained as lead evaluators with a minimum of thirty (30) hours of training consisting of the nine required elements as outlined in Regents rules 30-2.9. The Superintendent, upon receipt of proper documentation that the

individual has fully completed the training, will recommend to the Board of Education that the lead evaluator should be certified. The Superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Questar III. Training will be conducted by the Questar III Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED.

Evaluators will be re-certified on an annual basis. The re-certification training will include the nine required elements as required in 30-2.9. This training will be provided by BOCES consisting of a minimum of 15 hours which will also include periodic training via the monthly principal's meetings. The Superintendent upon receipt of proper documentation that the individual has fully completed the re-certification training, will recommend to the Board of Education that the lead evaluators be re-certified.

The District has established a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended for evaluators. The District follows protocols such as: data analysis; periodic comparisons of assessments; and an annual calibration session across 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, July 30, 2013

## Page 1

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

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

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

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

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

K-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
7-12	(h) students' progress toward graduation	New York State five required Regents for graduation: Integrated Algebra 1, Comprehensive English, US History, Global Studies and Geography, and Living Environment
K-6	(d) measures used by district for teacher evaluation	New Lebanon CSD K-6 developed ELA and Math assessments

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

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

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

For all K-6 grades, HEDI points will be assigned based on the percent of K-6 students school wide scoring proficient on the New Lebanon developed ELA and math assessments. Grade level proficiency in ELA is determined by the published lexile levels: Kdg. grade, 35; 1st grade, 275; 2nd grade 550, and 3rd grade, 675; 4th grade, 775; 5th grade, 875; 6th grade 950. Lexile levels are valued from 0-1385. For mathematics, it is achieving a 65 or greater on the New Lebanon developed assessment. For grades 7-12, the achievement targets were set with a goal for each individual student to minimally achieve a 65 passing grade on the five NYS Regents required for graduation. (Our goal is for students in grade 9 to have passed one NYS Regents exam, in grade 10 to have passed three NYS Regents, and in grade 11 to have passed all five NYS Regents exams.) A HEDI score will be determined based on a percentage of students who have met these goals for each year. A percentage score which contains a decimal will be rounded to the nearest whole number and will be applied to the building principal in the building as their local measure.

We will use a 20 point scale in the absence of a value added measure and a 15 point scale after implementation of a value added measure.

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

83-100% of students have met or exceeded their individual or grade level achievement target which demonstrates exceptional student achievement.

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

64-82% of students have met or exceeded their individual or grade level achievement target which demonstrates appropriate student achievement.

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

42-63% of students have met or exceeded their individual or grade level achievement target which demonstrates that the student achievement doesn't meet expectations and the principal's work needs improvement for students to meet expectations.

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

0-41% of students have met or exceeded their individual or grade level achievement target which indicates that the student achievement is not acceptable and the principal's work needs substantial improvement for students to meet expectations.

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

(No response)

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

assets/survey-uploads/12190/486446-qBFVOWF7fC/15 and 20 conversions to upload.xls

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
---------------------	---	------------

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

no controls

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

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

not applicable

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 04, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

Using the MPPR rubric, each dimension within each domain will be scored 1-4 and averaged to determine a domain score. Points will be assigned based on data from multiple school visits, observation of meetings facilitated by the principal, review of meeting agendas, review of sample communication to parents and staff, and assessment of student interactions. Each domain is weighted as follows: Goals-x2; School Culture and Instructional Program -x7; The remaining five domains will each be weighted times 1. The weighted scores are added and the sum is divided by 14. That number is the final rubric score which is converted to a 0-60 scale using the Other Measures of Effectiveness score conversion chart. The average 1-4 rubric scores indicated on the uploaded conversion chart are the minimum values necessary to earn the corresponding HEDI points.

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

assets/survey-uploads/12205/488282-pMADJ4gk6R/0-60 conversions for upload.xlsx

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

Highly Effective: Overall performance and results exceed standards.	The principal implements, monitors, adapts and creates new strategies and programs to meet student needs and to improve achievement. He or she is a recognized leader among colleagues. Exceeds ISLLC standards in many areas when the average score of all the dimensions using the MPPR rubric is equal to or exceeds 3.3 points and converts to a HEDI score of 59 or 60.
---	--

Effective: Overall performance and results meet standards.	The principal implements target strategies and programs and monitors the extent to which achievement goals are met. Meets ISLLC standards when the average score of all the dimensions using the MPPR rubric is equal to 2.5 to 3.2 points which converts to a HEDI score of 57 or 58.
Developing: Overall performance and results need improvement in order to meet standards.	Principal implements target strategies and programs. Needs improvement toward meeting ISLLC standards when the average score of all the dimensions using the MPPR rubric is equal to 1.5 to 2.4 points and converts to a HEDI score of 50-56.
Ineffective: Overall performance and results do not meet standards.	Principal implements strategies and programs incorrectly or only partially. Does not meet ISLLC standards when the average score of all the dimensions using the MPPR rubric is equal to 1 to 1.4 points which converts to a HEDI score of 0 - 49.

Please provide the locally-negotiated 60 point scoring bands.

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

## 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	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

### **Tenured Principals**

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, July 30, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, February 04, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/482644-Df0w3Xx5v6/Principal Improvement Plan.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:

Appeals may be brought on all grounds permitted by education law section 3012-c. As described in Regents rules 30-2.11, the parties have agreed to the appeal process for APPR which shall be as follows:

1. All Annual Professional Performance Review (APPR) summative ratings of ineffective or developing can be appealed within fifteen (15) school days of receipt of the rating. A Principal Improvement Plan (PIP) summative review rating of ineffective or developing can be appealed within 15 working days of receipt of the rating. Additionally, a principal may appeal the issuance or implementation of a PIP. Upon filing an appeal, the principal will be entitled to any and all final documentary evidence used as the basis of the overall APPR or PIP rating.
2. In a rating appeal, the principal will need to identify specific element(s) of the rating being challenged and provide written rationale for the challenge.  
Appeals can be based on procedural issues regarding timeline or the execution of the MPPR rubric or compliance issues regarding failure to follow the District APPR plan. The written appeal will provide the Superintendent with any and all evidence of procedural failure or error.
3. A principal's rating appeal and procedural appeal shall be consolidated into a single appeal.
4. Both procedural and ratings appeals will be conducted in the same manner.
5. A principal may not file multiple appeals regarding the same summative evaluation or PIP rating. Any grounds not raised at the time that the appeal is filed shall be deemed waived.
6. Appeals will follow the following procedure:

The principal will appeal to the Superintendent in writing within fifteen (15) days of receipt of the summative evaluation. The principal and the Superintendent will have a meeting to discuss the appeal within ten (10) days of the written appeal. All documents and communications from the evaluation record shall be provided to the Superintendent. The Superintendent may request additional written information, which may include questions addressed to the principal, in order to render a decision. The principal will be notified of the Superintendent's information requests. In the event the request for information delays the process, such delay shall not be unreasonable. The Superintendent will review the information provided. The Superintendent will formulate a decision and response within ten (10) work days of receipt of all information and documentation. To ensure that the process is timely and expeditious the entire process shall not exceed thirty-five (35) working days from receipt of the initial written appeal. If at any stage of the appeals process, where the rating is appealed, a decision is made in favor of the principal, the decision must include a recalculation of the summative score or PIP rating consistent with the decision.

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

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

The District will ensure that all evaluators are trained based on the nine required elements and will ensure that all lead evaluators are certified. The required elements include: the teaching and leadership standards, evidence based observation techniques, application and use of the student growth percentile model and value added growth model, application of the Marzano and MPPR rubric, application and use of district assessment tools used for evaluation, use of the Statewide Instructional Reporting System (SIRS), scoring methodology for evaluation, and considerations for evaluating teachers/principals of English Language learners and students with disabilities.

The Superintendent will be certified as the lead evaluator of principals and the district administrators will be certified as lead evaluators of teachers. The initial training will consist of a minimum of five (5) full days of training and re-certification will occur over a minimum of three (3) days. The Superintendent, upon the receipt of proper documentation that the individual has fully completed training, will recommend to the Board of Education that the lead evaluator should be certified. The Superintendent will maintain records of certified evaluators. Re-certification will happen via biennial training through BOCES.

Evaluator training will occur regionally in cooperation with Questar III (BOCES). Training will be conducted by Questar III Network Team personnel who have participated in NYSED evaluator training for Network Teams. Additional training will be conducted by personnel authorized to train on behalf of the MPPR rubric, the selected principal evaluation which is approved by NYSED. Evaluators will be certified on a periodic basis, but no less frequently than on a biennial bases, as determined by the District.

Training will include the requirements for lead evaluators under Education Law, section 3012-c.

Inter-rater reliability will be maintained through monthly training offered by BOCES, SAANYS, CASDA, NYSCOSS or at District cabinet meetings. Recertification for lead evaluators will be biennial, or when needed, and will be provided by BOCES.

#### 11.5) Assurances -- Evaluators

Please check the boxes below:

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• Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, July 30, 2013

Updated Tuesday, February 25, 2014

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### Page 1

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

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

<assets/survey-uploads/12158/576535-3Uqgn5g9Iu/certification.2.25.14.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

**15% local measures--Conversion Chart**

**Based on 100 Percent**

**Ineffective**

	<b>0</b>	<b>0</b>
	<b>1-15</b>	<b>1</b>
	<b>16-28</b>	<b>2</b>
	<b>29-41</b>	<b>2</b>
<b>Developing</b>	<b>42-54</b>	<b>3</b>
	<b>55</b>	<b>3</b>
	<b>56</b>	<b>4</b>
	<b>57</b>	<b>4</b>
	<b>58</b>	<b>5</b>
	<b>59</b>	<b>5</b>
	<b>60</b>	<b>6</b>
	<b>61</b>	<b>6</b>
	<b>62</b>	<b>7</b>
	<b>63</b>	<b>7</b>
<b>Effective</b>	<b>64</b>	<b>8</b>
	<b>65</b>	<b>9</b>
	<b>66-67</b>	<b>10</b>
	<b>68-69</b>	<b>10</b>
	<b>70-71</b>	<b>11</b>
	<b>72-73</b>	<b>11</b>
	<b>74-75</b>	<b>12</b>
	<b>76-77</b>	<b>12</b>
	<b>78-79</b>	<b>13</b>
	<b>80-82</b>	<b>13</b>
<b>Highly Effective</b>	<b>83-84</b>	<b>14</b>
	<b>85</b>	<b>14</b>
	<b>86-88</b>	<b>14</b>
	<b>89-91</b>	<b>14</b>
	<b>92-94</b>	<b>15</b>
	<b>95-97</b>	<b>15</b>
	<b>98-100</b>	<b>15</b>

12.17.13

**15% local measures--Conversion Chart**

**Based on 100 Percent**

**Ineffective**

	<b>0</b>	<b>0</b>
	<b>1-15</b>	<b>1</b>
	<b>16-28</b>	<b>2</b>
	<b>29-41</b>	<b>2</b>
<b>Developing</b>	<b>42-54</b>	<b>3</b>
	<b>55</b>	<b>3</b>
	<b>56</b>	<b>4</b>
	<b>57</b>	<b>4</b>
	<b>58</b>	<b>5</b>
	<b>59</b>	<b>5</b>
	<b>60</b>	<b>6</b>
	<b>61</b>	<b>6</b>
	<b>62</b>	<b>7</b>
	<b>63</b>	<b>7</b>
<b>Effective</b>	<b>64</b>	<b>8</b>
	<b>65</b>	<b>9</b>
	<b>66-67</b>	<b>10</b>
	<b>68-69</b>	<b>10</b>
	<b>70-71</b>	<b>11</b>
	<b>72-73</b>	<b>11</b>
	<b>74-75</b>	<b>12</b>
	<b>76-77</b>	<b>12</b>
	<b>78-79</b>	<b>13</b>
	<b>80-82</b>	<b>13</b>
<b>Highly Effective</b>	<b>83-84</b>	<b>14</b>
	<b>85</b>	<b>14</b>
	<b>86-88</b>	<b>14</b>
	<b>89-91</b>	<b>14</b>
	<b>92-94</b>	<b>15</b>
	<b>95-97</b>	<b>15</b>
	<b>98-100</b>	<b>15</b>

12.17.13

## **Principal Improvement Plan (PIP):**

### Introduction

The PIP is a component of the Regulations of the Commissioner of Education, Section 100.2.

### Key Understandings

1. The APPR defines highly effective, effective, developing or ineffective performance. The APPR establishes evidence that constitutes effective performance.
2. The development of a PIP should be a helpful, professional conversation, identifying solutions to problems and resources that will help the principal found to have developing or ineffective performance as indicated on the Annual Professional Performance Evaluation summary.

### PIP Content & Procedures

Effective collaboration between the superintendent and the principal that results in a constructive PIP will include the following elements:

1. PIP development.
  - Implement no later than 10 days after the opening of classes of the school year following the performance year.
  - The plan will identify resources that will support improvement.
  - The superintendent will monitor the principal's improvement.
  - A timeline will be established for accomplishing the change, improvement, or development with clear intermediate benchmarks. The timeline will include dates for progress meetings, and a final review end date with a summative rating. The principal has the right to appeal a summative rating of ineffective or developing (refer to appeals process)
  - Signature by the principal and superintendent indicating agreement.
2. A clear written statement(s) that includes the following:
  - The behavior, practice, or specific elements within Multidimensional Principal Performance Rubric's (MPPR) dimensions or other elements that the principal must change, improve, or develop.
  - What the principal agrees to do to make the required change, improvement or development.
  - What evidence or artifacts will demonstrate the desired change, improvement or development that has occurred.
3. Identify specific professional learning activities to help the principal. May include, but are not limited to: mentors, the district's Professional Development Plan (PDP), visitations, BOCES, higher education institutions, and release time for courses, workshops, and others. If a PIP includes courses, workshops, or visitations related to the PIP, release time will be granted for these purposes, if requested and approved.

Principal Improvement Plan (PIP)

*NAME OF PRINCIPAL*

*DATE*

The purpose of this plan is to improve \_\_\_\_\_'s leadership practice. The need for this plan is based on observed deficiencies and on discussions related to practice and planning and assessments.

**The following area(s) are in need of improvement**

*(bulleted list of areas)*

**Needed action/change**

*(bulleted list of actions/changes)*

**Evidence for submission**

*(bulleted list of evidence)*

**Resources**

*(bulleted list)*

**Timeline for demonstrating improvement**

*(description of timeline)*

\_\_\_\_\_ Date \_\_\_\_\_  
(principal)

\_\_\_\_\_ Date \_\_\_\_\_  
(administrator)

**Form 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.

Fill in the group of teachers covered (e.g., ~~"probationary teachers"~~):

Tenured

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

**Other Measure of Effectiveness Score: 0-60**

<b>Total Average Rubric Score</b>	<b>Conversion Score for Other Measure of Effectiveness</b>
<b>Ineffective</b>	<b>Ineffective</b>
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.25	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38
1.317	39
1.325	40

<b>Total Average Rubric Score</b>	<b>Conversion Score for Other Measure of Effectiveness</b>
<b>Ineffective</b>	<b>Ineffective</b>
1.333	41
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49
<b>Developing</b>	<b>Developing</b>
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56
<b>Effective</b>	<b>Effective</b>
2.5	57
2.6	57
2.7	57
2.8	58
2.9	58
3	58
3.1	58
3.2	58
<b>Highly Effective</b>	<b>Highly Effective</b>
3.3	59
3.4	59
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

**20% growth measure—Conversion Chart  
0 to 100 Percent : Converted to 20 points**

<b>Ineffective</b>		
	0	0
	1-15	1
	16-28	2
	29-41	2
<b>Developing</b>		
	42-54	3
	55	3
	56	4
	57	4
	58	5
	59	6
	60	6
	61	7
	62	8
	63	8
<b>Effective</b>		
	64	9
	65	9
	66-67	10
	68-69	11
	70-71	12
	72-73	13
	74-75	14
	76-77	15
	78-79	16
	80-82	17
<b>Highly Effective</b>		
	83-84	18
	85	18
	86-88	18
	89-91	19
	92-94	19
	95-97	20
	98-100	20

### 15% local measures--Conversion Chart

Based on 100 Percent

Ineffective

	0	0
	1-15	1
	16-28	2
	29-41	2
<b>Developing</b>	42-54	3
	55	3
	56	4
	57	4
	58	5
	59	5
	60	6
	61	6
	62	7
	63	7
<b>Effective</b>	64	8
	65	9
	66-67	10
	68-69	10
	70-71	11
	72-73	11
	74-75	12
	76-77	12
	78-79	13
	80-82	13
<b>Highly Effective</b>	83-84	14
	85	14
	86-88	14
	89-91	14
	92-94	15
	95-97	15
	98-100	15

12.17.13

## **Teacher Improvement Plan (TIP):**

### Introduction

The TIP is a component of the Regulations of the Commissioner of Education, Section 100.2. subsection (o), (4). The regulation states:

Teacher Improvement. The Plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as unsatisfactory, and shall require the development of a teacher improvement plan for the teachers so evaluated, which shall be developed by the district or BOCES in consultations with such teacher.

### Key Understandings

1. The APPR defines highly effective, effective, developing or ineffective performance. The APPR establishes evidence that constitutes effective performance.
2. The development of a TIP should be a helpful, professional conversation, identifying solutions to problems and resources that will help the principal found to have developing or ineffective performance as indicated on the Annual Professional Performance Evaluation summary.

### TIP Content & Procedures

Effective collaboration between the district and the teacher that results in a constructive TIP will include the following elements:

1. TIP development.
  - Implement no later than 10 days after the date on which teachers are required to report prior to the opening of classes of the school year.
  - The plan will include the names of individuals who will provide support and the administrator who will monitor.
  - The teacher may invite another faculty member to be part of the process of TIP development.
  - A timeline will be established for accomplishing the change, improvement, or development with clear intermediate benchmarks. The timeline will include dates for progress meetings, and a final review end date with a summative rating. The teacher has the right to appeal a summative rating of ineffective or developing. (refer to appeals process)
  - Signature by the teacher, NLTA representative and district representative indicating agreement.
2. A clear written statement(s) that includes the following:
  - The behavior, practice, or specific elements within Marzano's design questions or other elements that the teacher must change, improve, or develop.
  - What the teacher agrees to do to make the required change, improvement, or development.
  - What evidence or artifacts will demonstrate that desired change, improvement, or development that has occurred.
3. Identify specific professional learning activities to help the teacher. May include, but are not limited to: mentors, the district's Professional Development Plan (PDP), Teachers Centers, BOCES, higher education institutions, and release time for courses, workshops, observations and others. If a TIP includes courses, workshops, or visitations related to the TIP, release time will be granted for these purposes, if requested and approved.

Teacher Improvement Plan (TIP)

*NAME OF TEACHER*

*DATE*

The purpose of this plan is to improve \_\_\_\_\_'s instructional practice. The need for this plan is based on observed deficiencies and on discussions related to practice and planning and assessments.

**The following area(s) are in need of improvement**

*(bulleted list of areas)*

**Needed action/change**

*(bulleted list of actions/changes)*

**Evidence for submission**

*(bulleted list of evidence)*

**Resources**

*(bulleted list)*

**Timeline for demonstrating improvement**

*(description of timeline)*

\_\_\_\_\_ Date \_\_\_\_\_  
(teacher)

\_\_\_\_\_ Date \_\_\_\_\_  
(administrator)

\_\_\_\_\_ Date \_\_\_\_\_  
(NLTA representative)

**Other Measure of Effectiveness Score: 0-60**

<b>Total Average Rubric Score</b>	<b>Conversion Score for Other Measure of Effectiveness</b>
<b>Ineffective</b>	<b>Ineffective</b>
1	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.05	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.1	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.2	25
1.208	26
1.217	27
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1.25	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.3	37
1.308	38
1.317	39
1.325	40

<b>Total Average Rubric Score</b>	<b>Conversion Score for Other Measure of Effectiveness</b>
<b>Ineffective</b>	<b>Ineffective</b>
1.333	41
1.342	42
1.35	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.4	49
<b>Developing</b>	<b>Developing</b>
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56
<b>Effective</b>	<b>Effective</b>
2.5	57
2.6	57
2.7	57
2.8	58
2.9	58
3	58
3.1	58
3.2	58
<b>Highly Effective</b>	<b>Highly Effective</b>
3.3	59
3.4	59
3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60



