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

Acting Commissioner of Education
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June 2, 2015

Revised-Expedited Assessment Material Change

Maria C. Rice, Superintendent
New Paltz Central School District
1 Henry W. DuBois Drive
New Paltz, NY 12561

Dear Superintendent Rice:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission 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,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Charles Khoury

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on June 17, 2014, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see http://www.regents.nysed.gov/meetings/2014/February2014/214p12hea1.pdf.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) ***no later than March 1***. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes ***within 10 business days of submission***. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: New Paltz Central School District

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

2.3) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

2.4) Grades 6-8 Science

☒ Grade 6 Science Assessment ☒ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☒ Grade 7 Science Assessment ☒ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

☒ Grade 6 Social Studies Assessment ☒ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☒ Grade 7 Social Studies Assessment ☒ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☒ Grade 8 Social Studies Assessment ☒ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

☒ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History HEDI Process ☐ American History Assignment of Points	

2.7) High School Science Regents Courses

☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics HEDI Process ☐ Physics Assignment of Points

2.8) High School Math Regents Courses

☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

2.9) High School English Language Arts

■ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	■ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

2.10) All Other Courses

■ All other course(s) Assessment(s) ■ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

2.11) HEDI Table(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

■ Grade 4 ELA Assessment ■ Grade 4 ELA HEDI Process ☐ Grade 4 ELA Assignment of Points	■ Grade 5 ELA Assessment ■ Grade 5 ELA HEDI Process ☐ Grade 5 ELA Assignment of Points
■ Grade 6 ELA Assessment ■ Grade 6 ELA HEDI Process ☐ Grade 6 ELA Assignment of Points	■ Grade 7 ELA Assessment ■ Grade 7 ELA HEDI Process ☐ Grade 7 ELA Assignment of Points
■ Grade 8 ELA Assessment ■ Grade 8 ELA HEDI Process ☐ Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

■ Grade 4 Math Assessment ■ Grade 4 Math HEDI Process ☐ Grade 4 Math Assignment of Points	■ Grade 5 Math Assessment ■ Grade 5 Math HEDI Process ☐ Grade 5 Math Assignment of Points
■ Grade 6 Math Assessment ■ Grade 6 Math HEDI Process ☐ Grade 6 Math Assignment of Points	■ Grade 7 Math Assessment ■ Grade 7 Math HEDI Process ☐ Grade 7 Math Assignment of Points
■ Grade 8 Math Assessment ■ Grade 8 Math HEDI Process ☐ Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

☐ Kindergarten ELA Assessment ☐ Kindergarten ELA HEDI Process ☐ Kindergarten ELA Assignment of Points	☐ Grade 1 ELA Assessment ☐ Grade 1 ELA HEDI Process ☐ Grade 1 ELA Assignment of Points
☐ Grade 2 ELA Assessment ☐ Grade 2 ELA HEDI Process ☐ Grade 2 ELA Assignment of Points	■ Grade 3 ELA Assessment ■ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

☐ Kindergarten Math Assessment ☐ Kindergarten Math HEDI Process ☐ Kindergarten Math Assignment of Points	☐ Grade 1 Math Assessment ☐ Grade 1 Math HEDI Process ☐ Grade 1 Math Assignment of Points
☐ Grade 2 Math Assessment ☐ Grade 2 Math HEDI Process ☐ Grade 2 Math Assignment of Points	■ Grade 3 Math Assessment ■ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

■ Grade 6 Science Assessment ■ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	■ Grade 7 Science Assessment ■ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
■ Grade 8 Science Assessment ■ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

■ Grade 6 Social Studies Assessment ■ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	■ Grade 7 Social Studies Assessment ■ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
■ Grade 8 Social Studies Assessment ■ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

■ Global 1 Assessment ■ Global 1 HEDI Process ☐ Global 1 Assignment of Points	■ Global 2 Assessment ■ Global 2 HEDI Process ☐ Global 2 Assignment of Points
■ American History Assessment ■ American History HEDI Process ☐ American History Assignment of Points	

3.9) High School Science Regents Courses

■ Living Environment Assessment ■ Living Environment HEDI Process ☐ Living Environment Assignment of Points	■ Earth Science Assessment ■ Earth Science HEDI Process ☐ Earth Science Assignment of Points
■ Chemistry Assessment ■ Chemistry HEDI Process ☐ Chemistry Assignment of Points	■ Physics Assessment ■ Physics HEDI Process ☐ Physics Assignment of Points

3.10) High School Math Regents Courses

■ Algebra 1 Assessment ■ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	■ Geometry Assessment ■ Geometry HEDI Process ☐ Geometry Assignment of Points
■ Algebra 2 Assessment ■ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

3.11) High School English Language Arts

■ Grade 9 ELA Assessment ■ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	■ Grade 10 ELA Assessment ■ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
■ Grade 11 ELA Assessment ■ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

3.12) All Other Courses

■ All other course(s) Assessment(s) ■ All other course(s) HEDI Process ☐ All other course(s) Assignment of Points

3.13) HEDI Table(s)

- ☐ **Listed course(s) Assessment(s)**
- ☐ **Listed course(s) HEDI Process**
- ☐ **Listed course(s) Assignment of Points**

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

- ☐ **Listed course(s) Assessment(s)**
- ☐ **Listed course(s) HEDI Process**
- ☐ **Listed course(s) Assignment of Points**

7.3) HEDI Table(s)

- ☐ **Listed course(s) Assessment(s)**
- ☐ **Listed course(s) HEDI Process**
- ☐ **Listed course(s) Assignment of Points**

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

- ☐ **Listed course(s) Assessment(s)**
- ☐ **Listed course(s) HEDI Process**
- ☐ **Listed course(s) Assignment of Points**

8.1) HEDI Table(s)

- ☐ **Listed course(s) Assessment(s)**
- ☐ **Listed course(s) HEDI Process**
- ☐ **Listed course(s) Assignment of Points**

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

- ☐ **Listed course(s) Assessment(s)**
- ☐ **Listed course(s) HEDI Process**
- ☐ **Listed course(s) Assignment of Points**

8.2) HEDI Table(s)

- ☐ **Listed course(s) Assessment(s)**
- ☐ **Listed course(s) HEDI Process**
- ☐ **Listed course(s) Assignment of Points**

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. The district or BOCES and its collective bargaining agent(s), where applicable, also assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing.
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date: 5/22/2015

Maria C. Rice

Teachers Union President Signature: Date: 5/22/2015

Administrative Union President Signature: Date: 5/22/2015

Barbara P. Clinton

Board of Education President Signature: Date: 5/22/2015

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date: 5/22/2015

Maria C. Rice

Annual Professional Performance Reviews

Created Wednesday, January 08, 2014
Updated Tuesday, February 04, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 621101060000

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

621101060000

1.2) School District Name: NEW PALTZ CSD

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

NEW PALTZ CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 01/08/2014
Last updated: 05/17/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/.

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 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
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: grade 8 Science, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

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

If no State assessment or Regents exam exists:

- District-determined assessments from list of State-approved 3rd party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- State assessments, *required if one exists*
- List of State-approved 3rd party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	New Paltz CSD developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	New Paltz CSD developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	New Paltz CSD developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	After analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. The District is using a uniform HEDI scale to assign points (0-20) to each K-2 teacher of record based upon the percentage of students belonging to each teacher of record who meet their individual SLO growth targets on the District developed K-2 ELA Assessments, respectively. Teachers of record in 3rd Grade will obtain HEDI points (0-20) based upon the percentage of students belonging to the teacher who meet their growth targets on the 3rd Grade ELA State Assessments. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Attached Chart.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Attached Chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Attached Chart.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	New Paltz CSD developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	New Paltz CSD developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	New Paltz CSD 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.	After analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. The District is using a uniform HEDI scale to assign points (0-20) to each K-2 teacher of record based upon the percentage of students belonging to each teacher of record who meet their individual SLO growth targets on the District developed K-2 Math Assessments, respectively. Teachers of record in 3rd Grade will obtain HEDI points (0-20) based upon the percentage of students belonging to the teacher who meet their growth targets on the 3rd Grade Math State Assessments. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Attached Chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Attached Chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Attached Chart.

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	School- or BOCES-wide, group or team results based on State assessments	New York State 8th Grade Science Assessment
7	School- or BOCES-wide, group or team results based on State assessments	New York State 8th 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.	After analysis of baseline data, 8th Grade Science teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. The District is using a uniform HEDI scale to assign points (0-20) to each Grade 6 Science and Grade 7 Science teacher of record based upon the aggregate percentage of students in the school meeting individual SLO targets on the New York State 8th Grade Science Assessments. Teachers of record in 8th Grade will obtain HEDI points (0-20) based upon the percentage of students belonging to the teacher who meet their growth targets on the 8th Grade Science State Assessments. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Attached Chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Attached Chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Attached Chart.

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	School- or BOCES-wide, group or team results based on State assessments	New York State 8th Grade Science Assessment
7	School- or BOCES-wide, group or team results based on State assessments	New York State 8th Grade Science Assessment
8	School- or BOCES-wide, group or team results based on State assessments	New York State 8th Grade Science 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.	After analysis of baseline data, 8th Grade Science teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. The District is using a uniform HEDI scale to assign points (0-20) to each Grades 6 - 8 Social Studies teacher of record based upon the aggregate percentage of students in the school meeting SLO growth Targets on the New York State 8th Grade Science Assessment. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attached Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Attached Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attached Chart.

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents, Common Core ELA Regents

	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.	The District is using a uniform HEDI scale to assign points (0-20) to each Social Studies teacher of record whose course ends in a Regents Assessment based upon the percentage of students belonging to each teacher of record who meet their individual SLO growth targets on the applicable Regents Assessment. (See Chart uploaded in Section 2.11.) For Global II and American History, after analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. For Global I, the District will be utilizing a School-wide result on the NYS Comprehensive English Regents/Common Core English Regents (for students who have received Common Core ELA instruction) to assign HEDI points to teachers of record who instruct in non-Regents courses at the High School. To assign HEDI points (0 - 20) based upon this school-wide measure, the District will utilize a uniform HEDI scale based on the aggregate percentage of students meeting SLO targets. For students who take both the Common Core English Regents and the Comprehensive English Regents, the higher of the scores received on the respective English Regents will be used to determine which students meet their growth targets, in accordance with SED guidance, so long as permitted by SED.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attached Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Attached Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attached Chart.

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.	After analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. The District is using a uniform HEDI scale to assign points (0-20) to each Science teacher of record whose course ends in a Regents Assessment based upon the percentage of students belonging to each teacher of record who meet their individual SLO growth targets on the applicable Science Regents Assessment. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attached Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Attached Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attached Chart.

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 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, 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.	For Algebra I, the NYS Common Core Algebra Regents and the NYS Integrated Algebra Regents will be administered to students in a Common Core Algebra I course and the higher of the two scores will be utilized, so long as permitted by SED and in accordance with SED guidance. For Geometry, the NYS Common Core Geometry Regents and the NYS Non-Common Core Geometry Regents will be administered to students in a Common Core Geometry course and the higher of the two scores will be utilized, so long as permitted by SED and in accordance with SED guidance. After analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. The District is using a uniform HEDI scale to assign points (0-20) to each Math teacher of record whose course ends in a Regents Assessment based upon the percentage of students belonging to each teacher of record who meet their individual SLO growth targets on the applicable Math Regents Assessment. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attached Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Attached Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attached Chart.

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents/Common Core English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents/Common Core English Regents
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents/Common Core English Regents Assessments

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 in addition to the Common Core English Regents, or just the latter, 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.	For Gade 11 ELA, after analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. HEDI points will be awarded by percentage of students meeting individual growth targets. Note that the District will be offering the Common Core English Regents (for students who have received Common Core ELA instruction) and the Comprehensive English Regents. For students who take both English Regents, the higher of the two scores received on the respective English Regents will be used to determine which students meet their SLO targets, in accordance to SED guidance, so long as permitted by SED. For Grades 9 and 10 ELA, the District will be utilizing a School-wide result on the NYS Comprehensive English Regents/ Common Core English Regents (for students instructed in Common Core ELA), to assign HEDI points to teachers of record who instruct in non-Regents courses at the High School. To assign HEDI points (0 - 20) based upon this school-wide measure, the District will utilize a uniform HEDI scale based on the aggregate percentage of students who sit for the English Regent(s) Examination meeting their individually set SLO targets. Note that the District will be offering both the Common Core English Regents (for students who received instruction in Common Core ELA) and the Comprehensive English Regents. For students who take both English Regents the higher of the two scores from the respective English Regents will be utilized to determine which students met SLO targets, in accordance with SED guidance, so long as permitted by SED. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attached Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Attached Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attached Chart.

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	Art Grades K-2	District, Regional or BOCES-developed	New Paltz CSD developed K-2 Art Performance Assessment
	Music Grades K-2	District, Regional or BOCES-developed	New Paltz CSD develped K-2 Music Performance Assessment
	Physical Education K-2	District, Regional or BOCES-developed	New Paltz CSD developed K-2 Physical Education Performance Assessment

	Information Technology K-2	District, Regional or BOCES-developed	New Paltz CSD developed K-2 Information Technology Performance Assessment
	Spanish Grades 1-2	District, Regional or BOCES-developed	New Paltz CSD developed 1-2 Spanish Primary Assessment
	Art, Music, Physical Education, Library, Spanish 3 - 5	School/BOCES-wide/group/team results based on State	Grades 4 - 5 New York State ELA and Math Assessments
	Art, Music, Physical Education 6 - 8	School/BOCES-wide/group/team results based on State	New York State Grade 6 -8 ELA and Math Assessments and Common Core Algebra Regents/Integrated Algebra Regents
	Spanish 6 and 7	District, Regional or BOCES-developed	New Paltz CSD developed Grades 6 and 7 Spanish Assessment
	Italian 2	District, Regional or BOCES-developed	New Paltz CSD developed Italian 2 Assessment
	All other 9 - 12 Courses	School/BOCES-wide/group/team results based on State	New York State Comprehensive English Regents Exam/New York State Common Core ELA Regents
	ESL	State Assessment	NYSESLAT/NYS Grades 3 - 8 ELA Assessment
	K-2 AIS	District, Regional or BOCES-developed	New Paltz CSD developed K-2 ELA Assessment
	3 - 5 AIS	School/BOCES-wide/group/team results based on State	New York State Grade 4 -5 ELA and Math Assessments
	Special Education Self-Contained Grades 3 - 5	State Assessment	NYS Grade 3 - 5 ELA and Math Assessment or where appropriate NYSAA
	Special Education Self-Contained Grades K, 2	District, Regional or BOCES-developed	New Paltz CSD developed K, 2 ELA and Math Assessment
	Special Education Resource 6 - 8	School/BOCES-wide/group/team results based on State	New York State Grade 6 - 8 ELA and Math Assessments and Common Core Algebra Regents/Integrated Algebra Regents
	All other courses 6 - 8	School/BOCES-wide/group/team results based on State	New York State Grade 6 -8 ELA and Math Assessments and Common Core Algebra Regents/Integrated Algebra Regents
	4-8 Math and ELA teachers not receiveing a growth score	State Assessment	New York State Grade 4 - 8 Math and/or ELA Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For teachers using an individual SLO based on either the State or locally developed assessments: After analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval

subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools.

For Music, Art, Physical Education, Library and Spanish K-2, the District will utilize a uniform HEDI scale based on the percent of students achieving individual SLO targets.
For Music, Art, Physical Education, Library, 3 - 5 AIS, and Spanish 3 - 5, the District will utilize a school-wide measure based on the State provided building score for Grade 4 - 5 ELA and Math.

For Music, Art, and Physical Education 6 - 8 the District will utilize a school-wide measure based upon the State provided building score for Grade 6 - 8 ELA and Math and the results of the Algebra I Regents taken by accelerated Algebra students. For students who take both the Common Core Algebra Regents and the Integrated Algebra I Regents, the higher of the two scores on the respective Algebra Regents will be utilized to determine which students have met SLO targets.
So long as the ESEA Waiver is in effect 8th Grade students who take accelerated Algebra will take only the Intergrated and Common Core Algebra I Regents. Note that the District will also be offering both the Integrated Algebra I Regents and the NYS Common Core Algebra Regents and for students who take both Algebra Regents, the higher of the two scores on the respective Algebra Regents will be utilized to determine which students met SLO targets.
(Please note: K-2, 3-5, and 6 - 8 are separate buildings.)

The District is utilizing a uniform HEDI scale to assign points to teachers of ESL students based upon the percentage of students achieving individual growth targets on the NYSESLAT assessments and NYS Grades 3 - 8 ELA Assessment. These scores will be weighted proportionately based on the number of students and combined.

The District is utilizing a uniform HEDI scale to assign points to teachers of special education students in self-contained classes based upon the percentage of students achieving individual growth targets on the applicable assessments.

For Resource teachers 6 - 8 , the District is utilizing a school-wide measure based upon the State provided building score for Grade 6 - 8 ELA and Math and the school-wide results of the Algebra I Regents taken by the Algebra I students. Note that the District will be offering the Common Core Algebra Regents (for students who have received instruction in Common Core Algebra) and the Integrated Algebra I Regents. For students who take both Algebra Regents the higher of the two scores on the respective Regents will be utilized to determine which students have met SLO targets, in accordance with SED guidance, so long as permitted by SED.

For teachers in all other courses 9-12 who instruct in non-Regents courses at the High School the District will be utilizing a School-wide measure based on the NYS
Comprehensive English Regents/Common Core English
Regents (for students who have received instruction in Common Core ELA), to assign HEDI points (0 - 20). Based upon this school-wide measure, the District will utilize a uniform HEDI scale based on the aggregate percentage of students in the building meeting or exceeding their SLO targets on the Regents Assessments listed above . Note that the District will be offering the Common Core English Regents (for students who have received instruction in Common Core ELA) and the Comprehensive English Regents. For students who take both English Regents, the higher of the two scores on the respective English Regents will be utilized to determine which students have met SLO targets, in accordance with SED guidance, so long as permitted by SED.

For teachers of all other 6 -8 courses the District is utilizing a school-wide measure based upon the State provided building score for Grade 6 - 8 ELA and Math.

	For Grades 4 - 8 teachers of Math and/or ELA who do not receive a growth score, after analysis of baseline data, teachers will set individual student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. The State provided building scores will be converted from a 25 point scale to a 20 point scale using the uploaded conversion chart after implementation of a value added measure. (See Chart uploaded in Section 2.11.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attached Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Attached Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Attached Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attached Chart.

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/896491-TXEtxx9bQW/4-2-15%20Task%202%20chart%20with%20state%20language.pdf

2.12) Locally Developed Controls

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

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

(No response)

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 01/08/2014
Last updated: 05/19/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/.

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State 4th Grade Science Assessment
5	6(ii) School wide measure computed locally	New York State 4th Grade Science Assessment
6	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment
7	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment
8	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District is using a locally negotiated HEDI scale to assign points (0-20), or, after the implementation of the Value Added model, (0-15), to each 4 - 5 Grade and 6 - 8 teacher, respectively, based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State 4th or 8th Grade Science Assessment, as applicable. (See Chart uploaded in 3.3.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Chart.

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 York State 4th Grade Science Assessment
5	6(ii) School wide measure computed locally	New York State 4th Grade Science Assessment
6	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment
7	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment
8	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The District is using a locally negotiated HEDI scale to assign points (0-20), or, after the implementation of the Value Added model, (0-15), to each 4 - 5 Grade and 6 - 8 teacher, respectively, based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State 4th or 8th Grade Science Assessment, as applicable. (See Chart uploaded in 3.3.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/897142-rhJdBgDruP/3-21%20local%20measures%2015%20and%2020.pdf

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers.

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New Paltz CSD developed Kindergarten ELA Assessment
1	6(ii) School-wide measure computed locally	New Paltz CSD developed Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	New Paltz CSD developed Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	New York State 4th Grade Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For K-2 ELA, the District will utilize a group-wide result by grade level for teachers of Kindergarten and Grades 1 and 2. The score will be based on the percentage of students at the respective grade level achieving proficiency on the respective grade level SLO assessment. The SLO assessment will be graded on 1 - 4 scale. A score of 3 or higher on the assessment is deemed to indicate proficiency. To assign points (0-20) the District will utilize a locally negotiated HEDI scale. (Please note: K - 2 is a separate building.) For Grade 3 ELA teachers, the District will utilize a locally negotiated HEDI scale to assign points based on the aggregate percentage of students in the school (3 - 5 building) who meet achievement targets as set by the District on the New York State 4th Grade Science Assessment. (See Chart uploaded in 3.13.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New Paltz CSD developed Kindergarten Math Assessment
1	6(ii) School-wide measure computed locally	New Paltz CSD developed Grade 1 Math Assessment
2	6(ii) School-wide measure computed locally	New Paltz CSD developed Grade 2 Math Assessment
3	6(ii) School-wide measure computed locally	New York State 4th Grade Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For K-2 Math teachers, the District will utilize a group-wide result by grade level for teachers of Kindergarten and Grades 1 and 2. The score will be based on the percentage of students at the respective grade level achieving proficiency on the respective grade level SLO assessment. The SLO assessment will be graded on a 1 - 4 scale. A score of 3 or higher on the assessment is deemed to indicate proficiency. To assign points (0-20) the District will utilize a locally negotiated HEDI scale. (Please note: K - 2 is a separate building.) For Grade 3 Math teachers, the District will utilize a locally negotiated HEDI scale to assign points based on the aggregate percentage of students in the school (3 - 5) who meet achievement targets as set by the District on the New York State 4th Grade Science Assessment. (See Chart uploaded in 3.13.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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 York State 8th Grade Science Assessment
7	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment
8	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each teacher will be awarded a HEDI score based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State 8th Grade Science Assessment. The chart in 3.13 will be used to convert this percentage into a 0 - 20 point HEDI scale. (See Chart uploaded in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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 York State 8th Grade Science Assessment
7	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment
8	6(ii) School wide measure computed locally	New York State 8th Grade Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each teacher will be awarded a HEDI score based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State 8th Grade Science Assessment. The chart in 3.13 will be used to convert this percentage into a 0 - 20 point HEDI score. (See Chart uploaded in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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

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	New York State Common Core English Regents/Comprehensive English Regents
Global 2	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
American History	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English 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.	The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School Social Studies teacher based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State Common Core English Regents/Comprehensive English Regents. The District will be offering both the New York State Common Core English Regents and the Comprehensive English Regents. In the case where a student takes both exams the higher of the two scores will be utilized, so long as permitted by SED. (See Chart uploaded in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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	New York State Common Core English Regents/Comprehensive English Regents
Earth Science	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
Chemistry	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
Physics	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English 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.	The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School Science teacher based The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School Science teacher based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State Common Core English Regents/ Comprehensive English Regents. The District will be offering both the New York State Common Core English Regents and the Comprehensive English Regents. In the case where a student takes both exams the higher of the two scores will be utilized, so long as permitted by SED. (See Chart uploaded in 3.13.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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	New York State Common Core English Regents/Comprehensive English Regents
Geometry	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
Algebra 2	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English 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, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, 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.	The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School Math teacher based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State Common Core English Regents/ Comprehensive English Regents. The District will be offering both the New York State Common Core English Regents and the Comprehensive English Regents. In the case where a student takes both exams the higher of the two scores will be utilized, so long as permitted by SED. (See Chart uploaded in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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	New York State Common Core English Regents/Comprehensive English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English 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 in addition to the Common Core English Regents, or just the latter, 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.	The District is using a locally negotiated HEDI scale to assign points (0-20) to each High School English teacher based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State Common Core English Regents/ Comprehensive English Regents. The District will be offering both the New York State Common Core English Regents and the Comprehensive English Regents. In the case where a student takes both exams the higher of the two scores will be utilized, so long as permitted by SED. (See Chart uploaded in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Music, Art, Physical Education K-2	5) District/regional/BOCES–developed	New Paltz CSD developed Grades K-2 Music, Art, Physical Education Assessments
	Library K-2	5) District/regional/BOCES–developed	New Paltz CSD developed K -2 Information Technology Assessment
	Spanish 1-2	5) District/regional/BOCES–developed	New Paltz CSD developed Grades 1 & 2 Spanish Assessment
	Music, Art, Physical Education 3 - 5	5) District/regional/BOCES–developed	New Paltz CSD developed Grades 3-5 Music, Art, and Physical Education Performance Assessments
	Library 3-5	5) District/regional/BOCES–developed	New Paltz CSD developed Grades 3-5 Information Technology Assessments
	Spanish 3-5	5) District/regional/BOCES–developed	New Paltz CSD developed Grades 3-5 Spanish Assessments
	Band Grades 5-12	5) District/regional/BOCES–developed	Ulster BOCES developed Grades 5 - 12 Concert Band Performance Assessments
	Chorus Grades 4 - 8	5) District/regional/BOCES–developed	Ulster BOCES developed Grades 4 - 8 Chorus Performance Assessment

	Physical Education Grades 6 - 12	5) District/regional/BOCES–developed	New Paltz CSD developed Grades 6-12 Physical Education Performance Assessments
	Advanced Placement English Literature	6(ii) School wide measure computed locally	New York State Common Core Regents/Comprehensive English Regents
	Creative Writing Workshop	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
	Culture and Foods	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
	Designing/Drawing Production: Introduction to Engineering	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehenisve English Regents
	Digital Video Editing	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
	Drawing and Painting 1 & 2	6(ii) School wide measure computed locally	New York State Common Core English Regents/Common Core English Regents
	Economics	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
	Fashion and Design	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
	Public Speaking	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents
	Senior Workshop in Information Literacy	6(ii) School wide measure computed locally	New York State Common Core English Regents/Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	After analysis of baseline data, teachers will set individualized student growth targets in accordance with District determined expectations subject to building principal approval with the ultimate approval authority vested in the Superintendent of Schools. For K-2 teachers of Music, Art, Physical Education, Spanish Grades 1 and 2, and Library the score will be based on the percentage of students in their SLO population achieving proficiency on the respective grade level SLO assessment. The SLO assessment will be graded on a 1 - 4 scale. A score of 3 or higher on the assessment is deemed to indicate proficiency. To assign points (0-20) the District will utilize a locally negotiated HEDI scale. (Please note: K - 2 is a separate building.) For 3 - 5 Teachers of Music, Art, Physical Education, and Library Science the District will be utilizing a locally negotiated HEDI scale to assign points (0-20) to each teacher based on the percentage of students belonging to each teacher of record who meet their individual growth targets on the applicable District developed assessment. For teachers of ESL Grades 6 - 8, the District will be utilizing a locally negotiated HEDI scale to assign points (0-20) to each teacher based on the aggregate percentage of students in the school who meet achievement targets as set by the District on the New York State 8th Grade Science Assessment. For teachers of ESL Grades 3 - 5, the District will be utilizing a locally negotiated HEDI scale to assign points (0-20) to each teacher based on the aggregate percentage of students who meet achievement targets as set by the District on the New York State 4th Grade Science Assessment. For teachers of all other Middle School courses, the District will be utilizing a locally negotiated HEDI scale to assign points (0-20) to each teacher based upon the aggregate number of students in the school who meet achievement targets as set by the District on the New York State 8th Grade Science Assessment. For teachers of all other High School courses, the District will be utilizing a locally negotiated HEDI scale to assign points (0-20) to each based upon the aggregate number of students in the school who meet achievement targets as set by the District on the New York State Common Core Regents/Comprehensive English Regents. Note that the District will be offering both the New York State Common Core Regents/Comprehensive English Regents. In the case where a students take both exams the higher of the two scores will be utilized, so long as permitted by SED. (See Chart uploaded in 3.13.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached Chart.

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)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/897142-Rp0Ol6pk1T/Review%20Room%20Table%20of%20Courses%20for%203.12%205-19-15.docx

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/897142-y92vNseFa4/Local%20Conversion%20Chart%202014.pdf

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

The District will arrive at a HEDI score for each measure.

Each HEDI score will be combined proportionately by student population in each measure.

Normal rounding rules apply. Rounding will not result in overlapping bands or the advancement of a teacher from one band to the next.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked

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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Thursday, January 09, 2014
Updated Tuesday, June 17, 2014

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4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric | Rubric	Danielson's Framework for Teaching (2011 Revised Edition)

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	38
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	22

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

See Attached Chart and Supporting Clarification.
Average Rubric scores 1.0 - 4.0 rounded to the nearest tenth.
Normal rounding rules will apply.
Rounding will not result in overlapping bands or the advancement of a teacher from one band to another.
Administrators will conduct formal observations and engage in informal meetings with teachers during which administrators will gather evidence for each of the components of the Danielson framework. During each observation the evaluator will align observed evidence to the Danielson rubric and assign an appropriate rating. The score for each component will be determined at the end of the year after all observations are complete holistically based on all evidence and ratings gathered.
Step 1: Teachers will receive a score for each component based on a preponderance of evidence.
The components within domains 1, 2, and 3 will be scored based on evidence of teacher practice gathered in the classroom.
The components within domains 1 and 4 will be scored based on artifacts and other evidence of teacher practice gathered from outside of the classroom.
Step 2: The component scores will be totaled and divided by 32 to determine an average rubric score (1 - 4).
Step 3: The average rubric score (1 - 4) will be converted to a 0 - 60 score using the uploaded conversion chart.

Domains 2 and 3 equate to 38 out of the points. Domains 1 and 4 equate to 22 out of 60 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/12179/899020-eka9yMJ855/6-17 Other Measures and 60 point conversion chart.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See Attached Chart.
Effective: Overall performance and results meet NYS Teaching Standards.	See Attached Chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See Attached Chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See Attached Chart.

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	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0

Informal/Short	0

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

- In Person

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

- Not Applicable

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	2
Informal/Short	0
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?

- Not Applicable

5. Composite Scoring (Teachers)

Created Thursday, January 09, 2014
Updated Thursday, March 13, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59 - 60
Effective	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 Thursday, January 09, 2014
Updated Tuesday, May 20, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/899038-Df0w3Xx5v6/Teacher TIP form 2014.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

1. Any classroom teacher may appeal an ineffective rating on their annual composite APPR and tenured classroom teachers may also appeal a “Developing” rating based upon their annual composite APPR. A classroom teacher who seeks to appeal shall do so in writing specifying the areas of concern, but limited to those matters that may be appealed as prescribed in 3012-c of the Education Law

directly to the superintendent or her/his designee and the NPUT president or her/his designee within ten school days of receipt of the annual composite APPR score or receipt of TIP. Appeals of the District's failure to implement a component of the TIP shall be filed within 10 school days of each such alleged failure. The appeal shall set forth the specific basis for the appeal. In the case of a probationary classroom teacher if said receipt occurs during the summer recess the appeal must be filed within twenty- five calendar days of such receipt.

2. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's or principal's appeal papers and any documentary evidence accompanying the appeal, as well as the district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

3. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be made, within the timeframe set forth in paragraph 1 of Section 6.3 above, to an arbitrator selected on a rotating basis. See list in appendix (Appendix A).

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.

To qualify for certification as a lead evaluator or evaluator, the individuals must successfully complete a professional development course that meets the requirements prescribed below. The course includes a series of professional development workshops which vary in length dependent upon the topic. All workshops in the series are provided by qualified professional developers such as the Ulster BOCES Network Team Trainers, The Council of School Superintendents (LEAF), New York State School Boards, Mid-Hudson School Study Council, District staff who completed the necessary instruction to become "turn-key" trainers, or other qualified trainers, or are on -line courses provided by one of the aforementioned professional developers and/or review of the resources from EngageNY facilitated by a district or BOCES administrator or professional development specialist.

The workshops will occur over a minimum of 2 full days and which constitute the course needed for initial certification includes the following elements:
1. The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards,
2. Evidence-based observation techniques that are grounded in research provided during
3. Application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of the Commissioner's Regulation, Subpart,
4. Application and use of the State-approved teacher or principal rubric(s) selected by the district 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 the assessment tools that the district utilizes to evaluate classroom teachers or building principals, including but not limited to structured portfolio reviews; student, parent, teacher and/or community surveys; mini-observations; walk-thrus; professional growth goals and reflections.
6. Application and use of any State-approved locally selected measures of student achievement used by the district to evaluate teachers and principals,
7. Use of the Statewide Instructional Reporting System,
8. The scoring methodology utilized by the Department and/or the district to evaluate a teacher or principal, 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, and
10. Inter-rater reliability such as data analysis to detect disparities on the part of one or more evaluators, periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal, in addition to annual calibration sessions across evaluators. This will be completed on an annual basis at the summer administrative retreat.

Evaluators and lead evaluators who complete the series of inservice education workshops, seminars, or on-line courses must provide evidence of attendance and successful completion in order to be certified by the superintendent of schools and approved by the Board of Education. This professional development will consist of the aforementioned components and is subject to change as may be determined by new information shared with the districts from the Department.

Formal Certification and Recertification activities as will take place during the Summer Administrative Team Retreat, and Fall and

Spring Administrative Team Meetings. The superintendent will provide evidence of recertification and/or certification activities,depending on the administrator, to the Board of Education each September for approval via BOE resolution. The District will develope practices to ensure inter-rater reliability over time and across interviewers.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers | Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers | Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked

6.6) Assurances -- Teachers | Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers | Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers | Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created: 01/26/2014
Last updated: 05/17/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/.

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

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

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

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

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

	3-5
	6 - 8
	9 - 12
	(No response)
	(No response)
	(No response)
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
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)/courses(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.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Duzine Elementary School K - 2	District, regional, or BOCES-developed	NPCSD developed Grades 1 - 2 ELA and Math Assessements
	3 - 5 (Back up SLO)	State assessment	New York State Grades 3 - 5 ELA and Math Assessments
	6 - 8 (Back up SLO)	State assessment	New York State Grades 6 - 8 ELA and Math Assessments
	9 - 12 (Back up SLO)	State assessment	Common Core Algebra I Regents/New York State Comprehensive English Regents/Common Core English Regents, all other applicable regents

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	After analysis of baseline data including prior academic history, the K-2 principal will set rigorous yet attainable individual growth targets for 1st and 2nd grade students. The ultimate authority for said targets is vested in the Superintendent or designee. The principal will be awarded a HEDI score based on the percentage of 1st and 2nd graders in his/her building that meet or exceed their growth targets. The 0 - 20 point chart attached will be used to convert that percentage into a HEDI score for the principal. If the State provides growth scores for the Grades 3-5, 6-8 and 9-12 principals, respectively, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO (otherwise, the course with the largest number of students within the building ill form the basis for any additional required SLOs). The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s). For SLOs, based on baseline data, the principal in collaboration with the superintendent or designee will set rigorous yet attainable individual growth targets for each student. The Superintendent will have final approval of the growth targets. Each principal will receive a HEDI score based upon the percent of students reaching their targets in accordance with the attached Chart. The District reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent on year grade level growth.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See Attached Chart
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Attached Chart
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Attached Chart
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See Attached Chart

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/945374-lha0DogRNw/Student%20Learning%20Objectives%20Point%20Allocation%202014.pdf

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Sunday, January 26, 2014
Updated Thursday, February 26, 2015

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3 - 5	(d) measures used by district for teacher evaluation	NPCSD developed 3 - 5 ELA Assessments
6 - 8	(d) measures used by district for teacher evaluation	NPCSD developed Grades 6 - 8 ELA Assessments
9 - 12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4 year graduation rate

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.	After reviewing baseline data inlcuding academic history, the principal of grades 3 - 5 will set rigourous yet attainable individual growth targets for students in grades 3 - 5 on the NPCSD developed ELA assessments respectively. The ultimate authority for setting said targets is vested in the Superintendent of schools. A HEDI score will be determined based on the percentage of students in grades 3 - 5 who meet or exceed said growth targets. After reviewing baseline data inlcuding academic history, the principal of grades 6 - 8 will set rigourous yet attainable individual growth targets for students in grades 6 - 8 on the NPCSD developed ELA assessments respectively. The ultimate authority for setting said targets is vested in the Superintendent of schools. A HEDI score will be determined based on the percentage of students in grades 6 - 8 who meet or exceed said growth targets. For the 9 - 12 principal a four year graduation rate of the current year's graduating cohort (those students who began 9th grade

	four years previous) will be utilized to determine HEDI score. HEDI points will be assigned by the percentage of students graduating. The HEDI points will be assigned on a 20 point scale in the absence of a value added measure and on a 15 point scale after the implementation of a value added measure. (See attached chart.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

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/12190/945392-qBFVOWF7fC/3-21 local measures 15 and 20.pdf

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

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

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

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance

level (e.g., Level 1, Level 2)

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 2	(i) Student Learning Objectives	NPCSD developed Grades K - 2 ELA 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 the K-2 principal, a local measure will be derived utilizing the data from the SLO assessment and analyzing the data for proficiency. This will be determined by the average percent of 1st and 2nd grade students meeting proficiency. Proficiency will be defined as students meeting a level 3 or 4 on a rubic of 1 - 4.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	See attached Chart.

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

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

(No response)

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

assets/survey-uploads/12190/945392-T8MlGWUVm1/Local Conversion Chart 2014.pdf

8.3) Locally Developed Controls

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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Sunday, January 26, 2014
Updated Monday, June 16, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric | Rubric	Vanderbilt Assessment of Leadership in Education (VAL-ED)

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The process for assigning points and determining the HEDI ratings utilizes the VAL-Ed rubric which evaluates the principals' performance on the six standards: High standards for student learning; rigorous curriculum (content); quality instruction (pedagogy); culture of learning and professional behavior; connections to external communities; and performance accountability.

The Superintendent will conduct formal and informal observations and engage in formal and informal meetings with administrators during which the Superintendent will gather evidence for each of the standards of the Val-ed rubric. Administrators will receive a score for each standard based on a preponderance of evidence. Each standard will receive a score of 1 - 4. The scores will be totaled and averaged. The average rubric score will be converted to a 0 - 60 HEDI score based on the attached conversion chart. The 1 - 4 average rubric score on the attached conversion chart are the minimum values necessary to earn each corresponding 0 - 60 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/12205/945445-pMADJ4gk6R/60 point conversion 6-16 .pdf

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

Highly Effective: Overall performance and results exceed standards.	3.7 - 4.0 = 59 - 60 points
Effective: Overall performance and results meet standards.	2.8 - 3.6 = 57 - 58 points
Developing: Overall performance and results need improvement in order to meet standards.	1.8 - 2.7 = 50 - 56 points
Ineffective: Overall performance and results do not meet standards.	1.0 - 1.7 = 0 - 49 points

Please provide the locally-negotiated 60 point scoring bands.

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

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Sunday, January 26, 2014
Updated Sunday, March 09, 2014

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 Sunday, January 26, 2014
Updated Monday, June 16, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/945459-Df0w3Xx5v6/New Paltz CSD Principal Improvement Plan Template.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 Process:

A. A principal who receives an ineffective rating on his/her annual APPR rating, based upon a paper submission to the mutually agreed upon Superintendent's designee (who may be a sitting superintendent from a different school district, a BOCES superintendent, or a retired administrator who is certified as a lead evaluator), who shall be trained in accordance with the requirements of stature and

regulations.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Princip0al Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within fourteen calendar days of the presentation of the document to the principals or else the right to appeal shall be deemed waived in all regards. In the case of a PIP appeal, there shall be a second fourteen calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards.

D. The mutually agreed upon Superintendent's designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal.

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

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

The lead evaluator of principals will complete a series of workshops over a minimum of 2 days focused on the (VAL-ED) rubric, ISLLC standards and all other elements as described in the regulation (Regents Rules Section 30-2.9(b)) provided by qualified professional development providers such as the local BOCES; The Council of School Superintendents; LEAF, Discovery Education Assessment, and other comparable quality providers. The duration of each component of the overall certification processes varies depending on the particular topic. In the future if multiple evaluators are used the training and certification procedures will be identical.

Since there is only one principal lead evaluator in the New Paltz CSD, which is similar if not the same with other superintendents in the Ulster County BOCES, the inter-rater reliability annual workshop will be provided by the Ulster County BOCES during the annual summer Ulster County BOCES Superintendent’s Leadership Summit. If there is a change in the Ulster County BOCES option, the inter-rater reliability training will be done on-line using the resources from Discovery Education.

Annual recertification will take place during a September BOE meeting where the Board will approve the Lead Evaluator of Principals based on evidence of compliance with State required professional development via Board resolution. For certification (for new supervisors of principals not previously certified by the Board) BOE approved via resolution will take place when all components of the required professional development have been met and evidence is provided to the BOE.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, March 13, 2014
Updated Tuesday, June 17, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1101815-3Uqgn5g9Iu/joint certification form 4 ed eval.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.

Student Learning Objectives
Point Allocation Chart

97.000	100.000	20.0
94.000	96.000	19.0
91.000	93.000	18.0
89.000	90.000	17.0
87.000	88.000	16.0
85.000	86.000	15.0
83.000	84.000	14.0
81.000	82.000	13.0
79.000	80.000	12.0
77.000	78.000	11.0
	76.000	10.0
	75.000	9.0
73.000	74.000	8.0
71.000	72.000	7.0
69.000	70.000	6.0
67.000	68.000	5.0
	66.000	4.0
	65.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

The District reserves the right to review all targets and require additional changes and is responsible for insuring that the targets represent one year grade level growth.

		20 pt. conversion
Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
	10	9
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

Local Measures – Assignment of Points	
	15

96.000	100.000	15.0
91.000	95.000	14.0
88.000	90.000	13.0
85.000	87.000	12.0
82.000	84.000	11.0
79.000	81.000	10.0
77.000	78.000	9.0
75.000	76.000	8.0
73.000	74.000	7.0
71.000	72.000	6.0
69.000	70.000	5.0
67.000	68.000	4.0
65.000	66.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

Local Measures
Point Allocation Chart

97.000	100.000	20.0
94.000	96.000	19.0
91.000	93.000	18.0
89.000	90.000	17.0
87.000	88.000	16.0
85.000	86.000	15.0
83.000	84.000	14.0
81.000	82.000	13.0
79.000	80.000	12.0
77.000	78.000	11.0
	76.000	10.0
	75.000	9.0
73.000	74.000	8.0
71.000	72.000	7.0
69.000	70.000	6.0
67.000	68.000	5.0
	66.000	4.0
	65.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

Local Measures
Point Allocation Chart

97.000	100.000	20.0
94.000	96.000	19.0
91.000	93.000	18.0
89.000	90.000	17.0
87.000	88.000	16.0
85.000	86.000	15.0
83.000	84.000	14.0
81.000	82.000	13.0
79.000	80.000	12.0
77.000	78.000	11.0
	76.000	10.0
	75.000	9.0
73.000	74.000	8.0
71.000	72.000	7.0
69.000	70.000	6.0
67.000	68.000	5.0
	66.000	4.0
	65.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

New Paltz
Central School District

Maria C. Rice, Superintendent of Schools
196 Main Street, New Paltz, New York 12561
Phone: (845) 256-4020 • Fax: (845) 256-4025
Email: supt@newpaltz.k12.ny.us
www.newpaltz.k12.ny.us

Annual Professional Performance Review Directions

1. Complete the Rubric Scoring form using the criteria from the Danielson 2011 rubric. This should be finalized in a meeting with the teacher. Scoring should be based on evidence from observations and provided by the teacher. Place a check in the appropriate box and write any comments below each domain. Make sure a box is checked for each criteria. You and the teacher must sign the form.

2. Use the Rubric Point Allocation form to determine the "Other measurements of teacher effectiveness score." This score should range from 1.0 to 4.0.

3. Use the Other Measures of Teacher Effectiveness Point Allocation Conversion Chart to determine the points to assign to this measure.

4. Put this number of points on the Composite Score form.

5. Determine the average score of <u>all</u> of a teacher's students on the local measure of student achievement. In co-teaching classes, all students are considered the students of <u>both</u> teachers.

6. Use the Local Measures Point Allocation chart to determine the points to assign to this measure.

7. Put this number of points on the Composite Score form.

8. When the State assessment score is provided by the State Education Department, put this number of points on the Composite Score form.

9. Add the points from all three measures to determine the composite score. Put this score on the Composite Score form.

10. Meet with the teacher to review the Composite Score. You and the teacher must sign the form.

11. Send the original Composite Score form, Rubric Scoring form, and Rubric Point Allocation form to me.

New Paltz Central School District

Annual Professional Performance Review

Rubric Scoring

Teacher: _____ **Lead Evaluator:** _____

School: _____ **Date:** _____

Assignment: _____

H = Highly effective D = Developing
E = Effective I = Ineffective

Domain 1: Planning and Preparation	**I**	**D**	**E**	**H**
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessments				

Domain 1 Comments:

Domain 2: The Classroom Environment	**I**	**D**	**E**	**H**
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				

Domain 2 Comments:

Domain 3: Instruction	**I**	**D**	**E**	**H**
3a: Communicating with students				
3b: Using questioning/prompts and discussion				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				

Domain 3 Comments:

Domain 4: Professional Responsibilities	**I**	**D**	**E**	**H**
4a: Reflecting on teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4d: Participating in a professional school community				
4e: Growing and developing professionally				
4f: Showing professionalism				

Domain 4 Comments:

Lead Evaluator _____ Date _____

Teacher _____ Date _____

Teacher Comments (optional)

New Paltz Central School District
Annual Professional Performance Review
Rubric Point Allocation

Teacher: _____

Date: _____

Lead Evaluator: _____

FRAMEWORK FOR TEACHING DOMAIN (0-60 points)	Ineffective	Developing	Effective	Highly Effective	Points
Demonstrating knowledge of content and pedagogy (1a)	1	2	3	4	
Demonstrating knowledge of students (1b)	1	2	3	4	
Setting instructional outcomes (1c)	1	2	3	4	
Demonstrating knowledge of resources (1d)	1	2	3	4	
Designing coherent instruction (1e)	1	2	3	4	
Designing student assessments (1f)	1	2	3	4	
Creating an environment of respect and rapport (2a)	2	4	6	8	
Establishing a culture for learning (2b)	2	4	6	8	
Managing classroom procedures (2c)	2	4	6	8	
Managing student behavior (2d)	2	4	6	8	
Organizing physical space (2e)	2	4	6	8	
Communicating with students (3a)	2	4	6	8	
Using questioning/prompts and discussion (3b)	2	4	6	8	
Engaging students in learning (3c)	2	4	6	8	
Using assessment in instruction (3d)	2	4	6	8	
Demonstrating flexibility and responsiveness (3e)	2	4	6	8	
Reflecting on teaching (4a)	1	2	3	4	
Maintaining accurate records (4b)	1	2	3	4	
Communicating with families (4c)	1	2	3	4	
Participating in a professional school community (4d)	1	2	3	4	
Growing and developing professionally (4e)	1	2	3	4	
Showing professionalism (4f)	1	2	3	4	

Total points on rubric = _____

Average rubric score = Total points = _____

NPCSD APPR Assignment of Points

	Avg of HEDI	60 pts
HE	4.0	60
HE	3.9	60
HE	3.8	59
HE	3.7	59
E	3.6	58
E	3.5	58
E	3.4	58
E	3.3	58
E	3.2	57
E	3.1	57
E	3.0	57
E	2.9	57
E	2.8	57
D	2.7	56
D	2.6	55
D	2.5	54
D	2.4	53
D	2.3	53
D	2.2	52
D	2.1	51
D	2.0	51
D	1.9	50
D	1.8	50
I	1.7	49
I	1.6	37
I	1.5	30
I	1.4	24
I	1.3	18
I	1.2	12
I	1.1	6
I	1.0	0

All HEDI scores rounded to nearest tenth
(i.e. 0.05 and above rounds up to next tenth)
(below 0.05 rounds down to lower tenth)

TEACHER IMPROVEMENT PLAN

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

Educator's Signature _____ **Date** _____

Administrator's Signature _____ **Date** _____

Student Learning Objectives
Point Allocation Chart

97.000	100.000	20.0
94.000	96.000	19.0
91.000	93.000	18.0
89.000	90.000	17.0
87.000	88.000	16.0
85.000	86.000	15.0
83.000	84.000	14.0
81.000	82.000	13.0
79.000	80.000	12.0
77.000	78.000	11.0
	76.000	10.0
	75.000	9.0
73.000	74.000	8.0
71.000	72.000	7.0
69.000	70.000	6.0
67.000	68.000	5.0
	66.000	4.0
	65.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

Local Measures – Assignment of Points	
	15

96.000	100.000	15.0
91.000	95.000	14.0
88.000	90.000	13.0
85.000	87.000	12.0
82.000	84.000	11.0
79.000	81.000	10.0
77.000	78.000	9.0
75.000	76.000	8.0
73.000	74.000	7.0
71.000	72.000	6.0
69.000	70.000	5.0
67.000	68.000	4.0
65.000	66.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

Local Measures
Point Allocation Chart

97.000	100.000	20.0
94.000	96.000	19.0
91.000	93.000	18.0
89.000	90.000	17.0
87.000	88.000	16.0
85.000	86.000	15.0
83.000	84.000	14.0
81.000	82.000	13.0
79.000	80.000	12.0
77.000	78.000	11.0
	76.000	10.0
	75.000	9.0
73.000	74.000	8.0
71.000	72.000	7.0
69.000	70.000	6.0
67.000	68.000	5.0
	66.000	4.0
	65.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

Local Measures
Point Allocation Chart

97.000	100.000	20.0
94.000	96.000	19.0
91.000	93.000	18.0
89.000	90.000	17.0
87.000	88.000	16.0
85.000	86.000	15.0
83.000	84.000	14.0
81.000	82.000	13.0
79.000	80.000	12.0
77.000	78.000	11.0
	76.000	10.0
	75.000	9.0
73.000	74.000	8.0
71.000	72.000	7.0
69.000	70.000	6.0
67.000	68.000	5.0
	66.000	4.0
	65.000	3.0
43.000	64.000	2.0
21.000	42.000	1.0
0.000	20.000	0.0

NPCSD APPR Assignment of Points

	Avg of HEDI	60 pts
HE	4.0	60
HE	3.9	60
HE	3.8	59
HE	3.7	59
E	3.6	58
E	3.5	58
E	3.4	58
E	3.3	58
E	3.2	57
E	3.1	57
E	3.0	57
E	2.9	57
E	2.8	57
D	2.7	56
D	2.6	55
D	2.5	54
D	2.4	53
D	2.3	53
D	2.2	52
D	2.1	51
D	2.0	51
D	1.9	50
D	1.8	50
I	1.7	49
I	1.6	37
I	1.5	30
I	1.4	24
I	1.3	18
I	1.2	12
I	1.1	6
I	1.0	0

All HEDI scores rounded to nearest tenth
(i.e. 0.05 and above rounds up to next tenth)
(below 0.05 rounds down to lower tenth)

NEW PALTZ CENTRAL SCHOOL DISTRICT

Principal Improvement Plan Template

Principal Name: _____ School Year: _____
Building: _____

Date of Improvement and Remediation Conference: _____

The PIP should be in place no later than ten days after the start of the academic school year in September. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

Section 1: Problem Statement – Provide a specific statement of the problem(s) or area(s) in need of improvement.

Specific Statement of Problem and/or Area(s) in Need of Improvement

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what will be measured for each goal.

List Specific Goals to Be Met to Improve Performance	Specifically Describe Successful Improvement Target(s)

NEW PALTZ CENTRAL SCHOOL DISTRICT

Section 3: Specific Plan of Action - Describe in detail specific plans of action that must be taken by the principal to improve his/her performance. Indicate the resources (specific supports and professional development activities) that will be provided and timelines.

Actions to be Taken	Resources to Be Provided	Timelines for Achieving Improvement

Section 4: Signatures – Finalized Plan

Date Improvement Plan Will Be Evaluated: _____

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The signatures above verify that the proper procedures as detailed in the Improvement Plan have been followed.

NEW PALTZ CENTRAL SCHOOL DISTRICT

Principal Improvement Plan: Evaluation of Plan

Principal Name: _____ **Date of Evaluation**: ____ _____

School Year: _____ **Building**: _____

The Improvement Plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

☐ Problem resolved and performance demonstrated at a satisfactory level

☐ Continue with the Improvement Plan for a specified amount of time.

Specify Period of Time:_____

☐ Recommend dismissal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Principal's Signature:_____ Date: _____

Supervisor's Signature: _____ Date: _____

The supervisor's signature on this form verifies that the proper procedures and board policies have been followed.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Maria C. Rice 6/17/2014

Teachers Union President Signature: Date:

Ronald [illegible] 6/17/2014

Administrative Union President Signature: Date:

Barbara P Clinton 6/17/2014

Board of Education President Signature: Date:

[illegible] 6/17/2014

From 3.12 All Other Courses (Local Measure)

Science Research	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement Macro-Economics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement Physics B	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement Statistics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement European History	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Chemistry Non-Regents	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Computer Graphics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Participation in Government	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
AP US History	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Graphics and Video Editing	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement Microeconomics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
AP Comparative Government and Politics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement Biology	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Health 9 - 12	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents

Nutrition	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
English 12	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Italian I and II	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Mandarin Chinese I	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
University in the HS French 4 & 5	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Algebra A Non Regents	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Algebra 1 Non Regents	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Algebra 2 Non Regents	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Geometry A Non-Regents	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Introduction to Calculus	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Accounting I	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Personal Finance	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Arabic	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Computer Science 1 & 2	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Child Development	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents

Sociology	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Current Issues	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Social Studies 12	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Forensics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Field Biology	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Meteorology	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Anatomy	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Digital Electronics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
AP Computer Science	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
International Business	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Marketing	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Sports Management	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Entrepreneurship	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Understanding Media	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Greek Mythology	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents

Novel/Fiction	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Principles of Engineering	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
University in the High School Spanish 4 and 5	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
AP US Government and Politics	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
General Chemistry	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Psychology	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Art of Film	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement Environmental Sciences	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
Advanced Placement Chemistry	6(ii) School-wide measure computed locally	New York State Common Core Regents/English Comprehensive Regents
ESL 3-5	6(ii) School-wide measure Computed locally	New York State 4th Grade Science Assessment
ESL 6-8	6(ii) School-wide measure Computed locally	New York State 8th Grade Science Assessment
Technology 7 & 8	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
Accelerated Science 7	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
Accelerated Science 8	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
Health 7-8	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
Home and Careers 7 & 8	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
Accelerated Math 7	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
Accelerated Math 8	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
Enrichment Math 6	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment

Spanish 6 & 7	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
All other Courses in Grades 6-8	6(ii) School-wide measure computed locally	New York State 8th Grade Science Assessment
All other Courses in Grades 9-12	6(ii) School-wide measure Computed locally	New York State Common Core Regents/English Comprehensive Regents